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## **Standard 2.3: Alcohol, Tobacco, and Other Drugs**

*All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.*

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### **SUBSTANCE USE: A PUBLIC HEALTH PROBLEM**

The use of alcohol, tobacco, and other drugs (ATODs) by school-age children and youth is of great concern. Studies indicate that today's adolescents are less likely to view the use of ATODs as risky or harmful. Often, youth perceive that the use of these harmful substances is widespread, particularly by their peers. Many of these same studies tell us that our children are beginning to experience peer pressure to experiment with substances at an earlier age. While these findings are not new, schools are under increased pressure to "solve the problem." Substance use is both an educational and public health problem.

The *New Jersey Middle School Survey on Substance Use*, a survey of seventh and eighth grade students conducted in 1995, provides a base for monitoring future trends in substance use. The survey findings included:

- Evidence of considerable substance experimentation among students in this age group.
- Evidence that middle school students were offered and used substances early in life.
- Evidence that children throughout the state and across all socioeconomic levels experiment and use substances.
- Evidence that children have access to these substances and perceive no harm in using them.
- Evidence that risk factors of substance use are related to communities, schools, and families as well as individuals. (New Jersey Department of Health and Senior Services, 1996)

### **KNOWLEDGE: A KEY ELEMENT OF PREVENTION**

Substance use during adolescence and early adulthood is a serious public health problem. Research findings suggest that the most successful prevention programs do not happen exclusively in either the school or community setting. Effective programs provide a wide-range of services for students and their families. Prevention programs are most likely to be successful when school personnel collaborate with parents, other community residents, and agencies. Extensive research studies indicate that successful programs help students to recognize internal and external pressures that influence them to use alcohol, tobacco, and other drugs. Successful prevention efforts assist students to develop personal, social, and refusal skills and emphasize that ATOD use is not the norm among most students. Effective programs are developmentally appropriate, use interactive teaching strategies, and are culturally sensitive and relevant for students. (Drug Strategies, 1996)

The relationship between wellness and academic achievement cannot be ignored. Lifestyle choices such as poor diet, lack of sleep and exercise, or the abuse of alcohol, tobacco, and other drugs can interfere with an individual's ability to perform at school or on the job. *Standard 2.3* is one mecha-

nism to promote healthy behaviors in school-age children and youth, guiding them towards lifelong wellness. The aim of this *Standard* is to provide students with the requisite skills and knowledge about alcohol, tobacco, and other drugs so they may make responsible and informed decisions throughout their lifetime. The *Comprehensive Health Education and Physical Education Framework* addresses only the instructional component of a comprehensive alcohol, tobacco, and other drug prevention program.

Substance abuse occurs in every community. While school programs can achieve effective prevention results, families and communities shape the larger social context in which school-age children and youth make decisions about the use of alcohol, tobacco, and other drugs.

*Standard 2.3* strongly correlates with wellness activities. *Standards 2.1 (Health Promotion and Disease Prevention)* and *Standard 2.2 (Personal, Interpersonal, and Social Skills)* must be interwoven into the informational focus of *Standard 2.3*. Together, these *Standards* are the starting point for the development and implementation of a comprehensive ATOD prevention program that positively impacts students, their families, and the community in which they live, play, learn, and work.



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## MEDICINES

**Indicator 2.3-1:** *Define drugs and medicines, describe the purposes and correct use of medicines, and describe the role they play in the maintenance or achievement of wellness.*

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### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** In order for students to understand the concept of *wellness*, the teacher must clearly define the term. Related activities that support wellness can be found in *Standard 2.1*. Teachers may need to modify the definition of wellness to address the cognitive and developmental levels of students.

#### A. FEELING WELL

Distribute a piece of paper and crayons to each student and write the word *wellness* on the chalkboard. Ask the students to close their eyes and imagine a time when they feel well. Use prompt questions such as the following:

- How does your face look when you feel well?
- Where are you? on a beach? with friends or family?
- What are you doing? playing a game? listening to music?

Direct the students to open their eyes. Each student draws a picture of himself/herself when feeling well. Display the pictures in the classroom, and use them to introduce the elements of wellness (identify such concepts as happiness, laughing, exercising, being loved). After discussion, students complete a slogan such as:

- I feel great when...
- Wellness means...

**Variation:** Preschool and kindergarten students create a “Feeling Well Face” using a paper plate, crayons, and scraps of fabric and yarn.

[CCWR: 3.10/3.12]

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**Teacher Tip:** The following lesson is a great way to introduce students to the school nurse. Involve the school nurse in classroom activities so students will become more familiar with school health services and will be more likely to use the services appropriately.

#### B. MEDICINES CAN MAKE YOU WELL

Tell the class a story about a make-believe creature who isn’t feeling well (e.g., a dragon with a sore throat). Ask the students: “What makes you feel better when you don’t feel well. Maybe you have a

cold or a sore throat. What makes you feel just a little bit better?” Students will probably respond with things like “soup,” “sleep,” or “medicine.” Write the student responses on the board and relate them to the story. Each student draws a “Get Well Creature” picture illustrating something that might make the creature in the story feel better. Use the student pictures to define the word **medicine** and explain how medicines can help the body. Follow this activity with a visit to the school health office. The school nurse explains the reasons for medicine use, safety rules for medicines, and related school rules including what students should do when they do not feel well in school. After the visit, brainstorm reasons why people might need medicines. Each student writes or illustrates one safety rule about the use of medicines. The rules are displayed as a border for the “Get Well Creature” drawings. [CCWR: 3.1/3.3/3.4/5.8]

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**Teacher Tip:** Never ask students to bring empty medicine bottles or containers to class. The teacher or school nurse should supply clean, empty, labeled containers for classroom use.

### C. SUBSTANCE SAFETY

For this activity, you need several empty containers of common household substances and medicines. Display the containers and describe each one. Emphasize those substances with warning labels or **universal warning symbols**. Draw the universal warning symbol on the board and write the word **poison** next to the symbol. After students have defined poison, divide the class into small groups and give each group several empty containers to examine. Two groups classify the substances as “healthful” or “harmful” while the other two groups classify the substances as “safe” or “poison.” Each group writes or illustrates one safety rule for the use of medicines and household substances. Reconvene the entire class and discuss safety rules. Add rules to the list as needed. [CCWR: 3.7/3.8/ 3.12/ 5.1/ 5.6/5.8]

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**Teacher Tip:** Use the next activity to remind parents about the importance of childproofing their home. Create a parent newsletter, family checklist, or parent/child activity that will foster discussion about safety in the home.

**Teacher Tip:** Use older students as cross-age teachers for the following activity.

### D. SAFE USE OF MEDICINE

Students create puppet shows demonstrating the proper use of medications. Divide the class into small groups, and assign each group a situation. After allowing time for practice, each group presents their puppet show. Allow time for comments and discussion after each show, reinforcing medication safety rules. After class discussion, students return to their original groups to create a poster illustrating the safe administration of medicines. Each group writes a slogan or poem to accompany the poster. Ideas for the scenarios might include the following:

- A parent administering medicine to a child
- The school nurse administering medicines to several children
- A family child-proofing its home

- A parent and child looking for warning labels and universal warning symbols
- A child trying to share medicine with another child

[CCWR: 3.1/3.13/4.2/5.8]

### **E. THE GREAT WALL OF WELLNESS**

Divide the class into small groups. Within that group, each person lists five things that make him/her healthy. Each group presents their list to the class and a master list is developed. From the ideas on that list, the entire class creates a mural illustrating the healthy behaviors. Display the mural in the hallway, and encourage other classes to contribute to the continuation of the “wellness wall.” Link the activity to a wellness theme such as “Health Happenings” or “Proud to Be Drug-Free.”

[CCWR: 3.15/4.2]

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## **MEDICINES**

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### **SAMPLE LEARNING ACTIVITIES: 3-4**

**Teacher Tip:** Involve the music teacher in the next activity.

#### **A. FAVORITE THINGS THAT SUPPORT WELLNESS**

Explain that many people have favorite things and that sometimes those things might not always be good for them. Play “My Favorite Things” (from the musical “The Sound of Music”) and ask students to listen carefully to the song. After the song has finished, ask students to list some of the items mentioned in the song. Ask: “Are the items mentioned in the song the same as your favorite things?” Give each student a chart with several categories of “favorites” (e.g., favorite food, TV show, song, sport, game, color, season). After students have had a chance to complete the chart, divide the class into small groups to compare charts. Members of each group discuss whether their favorites contribute to wellness. After limited discussion, each group selects from their collective lists three favorites that support wellness and report to the entire class. Create a master list. Reinforce that some things on the list may be better for us than others and help us to remain healthy. Each student draws a picture of their “healthy favorite” and completes a contract statement such as:

- I can stay healthy by...
- When I don't feel well, I will...
- My health resolution is...
- My favorite thing about being healthy is...

[CCWR: 3.10/4.3/4.5]

**Teacher Tip:** The following activity combines creative writing and the arts.

### B. WELLNESS POEM

Open this activity by asking students what *wellness* means to them. Write several responses on the chalkboard. Students develop an acrostic poem using the word “WELLNESS” or “HEALTHY” and create a collage or poster illustrating the wellness theme. Display the poems and artwork and discuss ways to remain healthy.

<b>Example:</b>	<b>W</b> alker <b>E</b> nergetic <b>L</b> istens <b>L</b> oves family <b>N</b> ice to others <b>E</b> xercises <b>S</b> hares <b>S</b> ubstance-free	<b>A</b> ctive, energetic and full of fun <b>N</b> eat, my work is always done <b>N</b> utritious eater, no junk for me <b>E</b> xercises, full of energy!
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[CCWR: 1.2]

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**Teacher Tip:** Prior to the next activity, students need to be familiar with basic vocabulary including: *drug, medicine, symptoms, prescription drug, over-the-counter drug, pharmacist, allergy, dosage, warnings, and side effects.*

### C. CREATE A NEW MEDICINE

Organize the class into small groups, and distribute several empty containers of over-the-counter (OTC) and prescription medicines to each group. Students read the labels carefully and then answer five basic questions about the medicine (see sample chart below). Reconvene the entire class and have each group present the information on its chart. Ask students what other kinds of information might be on the label and discuss their responses. Students return to their original small groups to design a product, including important information on the label, such as dosage, time, reason for use, and warnings. Students use empty soda bottles or shoe boxes as “medicine containers.” After the medicine package is created, the group designs an ad for the product and tries to “sell” the product to the class. After the ads are presented, discuss the positive and negative aspects of the ads. Each student compares the student-created ads to ads in magazines, newspapers, on the Internet, or on television using a comparison/contrast map. Using the student-generated maps as a springboard for discussion, create a class map. As a completion activity, each student writes three things they learned from this exercise.

WHAT?	WHO?	WHEN?	WHY?	HOW MUCH?
Amoxicillin	John Doe	Three times a day	Strep throat	1 pill

**Variation:** Videotape medicine commercials commonly seen on television. Show a commercial just once, then have students try to answer the five questions listed above, using only the information supplied in the ad. Replay the commercial and have students try to complete the chart. Discuss the kinds of information available to the consumer in the ad versus the information listed on a medicine container or bottle.

[CCWR: 2.1/3.8/3.15]

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**Teacher Tip:** When discussing health issues with students, be careful not to ask questions that might lead them to reveal medical information of a confidential nature. Keep questions simple and direct and don't ask for medical history information. If a child discloses information of a sensitive nature, discuss your concerns with the child and his/her parents.

#### D. MEDICINES CAN HELP US

Open this activity by asking the class how many of them have ever taken medication. Explain that some people need to take medication only when they don't feel well while others may have a health problem that requires them to take medicine every day. Give each student a list or chart of common medical conditions (e.g., asthma, diabetes, strep throat, a cold, poison ivy) that might require medication and a list of common medications. Each student completes the chart, matching the appropriate medication to the condition. After the charts are completed, focus a large group discussion on the appropriate use of medications, the need to follow treatment instructions, and sensitivity to others who have medical conditions. Associate this activity with a book on children with special health conditions (e.g., seizures, diabetes, HIV/AIDS, asthma) or a visit by the "Kids on the Block" puppet show. After the activity, students write a brief paragraph on the importance of taking medications correctly and safely.

[CCWR: 3.8/3.12/4.6]



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## RISKS/EFFECTS

**Indicator 2.3-2:** *Recognize the physical and behavioral effects of alcohol, marijuana, tobacco products, inhalants, anabolic steroids, and household substances that may be misused for mood-altering effects.*

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### SAMPLE LEARNING ACTIVITIES: K-2

#### A. HOW DRUGS CAN AFFECT MORE THAN ONE PART OF THE BODY

Students locate their hearts by putting their hands on their chests. Ask the students where the blood goes after it is pumped through the heart. Using diagrams or anatomical models, explain how the blood travels around the body. Students place one hand over their stomach and the other hand over an ear. Explain that if they were to take medicine for an earache, it would enter the bloodstream near the stomach and the blood would carry the medicine to all parts of the body. Reinforce that drugs change the way the body works. Remind students that the body is like a machine where all the systems and parts must work together. A change in one system can cause a change in another. Demonstrate this using dominos to show the action of drugs affecting the body. Using tape, put the name or picture of a body part on each domino. Sequence the dominos in the order medicines or other drugs pass through the body. Stand the dominos upright in the correct order. Place a domino marked “drug” at the beginning of the line and let it fall. Point out all the body parts that the dominos knocked down (or that were affected by the drug). Discuss the activity with students. Allow small groups to realign the dominos, and perform the exercise again. Conclude the activity by asking students what might happen to the body if one organ or system is damaged by alcohol, tobacco, or other drugs. Reinforce the concept that children should not take medicines without adult supervision because they do not know what changes the medicines might cause.

[CCWR: 3.2/3.3]

#### B. REACHING FOR GOALS

Write the word *goal* on the chalkboard, and ask students to define it. Focus the class on current goals and how things can sometimes interfere with those goals. Explain to the class how using drugs might interfere with achieving a goal. Direct each student to select a favorite activity and set a goal related to that activity. Students write how the use of alcohol, tobacco, or other drugs might interfere with the attainment of that goal. Divide the class into groups with similar goals, and have each group discuss what needs to be done to meet the goal. Each group lists three things they can do to improve their enjoyment and performance in those activities and shares the lists with the class.

[CCWR: 4.1/4.2]

#### C. WISH STAR

Tell the class to think about what they might like to be when they grow up. Discuss how the use of substances might interfere with attaining that dream. Divide the class into small groups and assign each group a career (e.g., pilot, teacher, police officer, racecar driver, dancer). Ask each group to think how the career might be affected if the person uses drugs. Provide students with trigger ques-



tions such as the following:

- Will the person be on time for work? Why or why not?
- Will the person be able to do the job safely? Why or why not?
- Will the person have friends at the job? Why or why not?

Reconvene the entire class and make a list on the chalkboard of all the problems identified. Summarize and restate how drugs can interfere with dreams, then have each student develop a “wish star” for his/her chosen career. Display the star with a class or school contract not to use drugs.

[CCWR: 1.2/1.3/4.1]

#### **D. HEALTHY VS. UNHEALTHY**

In pairs, students trace a body outline on a large sheet of paper. Students insert premade pictures of healthy body organs (e.g., brain, heart, lungs, stomach, kidneys, liver). Using markers, each pair makes the changes they think occur when organs are damaged by the use of alcohol, tobacco, and other drugs. Discuss the body tracings and labels. Next, post preselected magazine or newspaper ads for alcohol and tobacco products above the chalkboard. Students brainstorm the harmful effects of each substance and list those effects on the chalkboard below the appropriate picture (e.g., damaged lungs; black, stained teeth; car crash). Summarize the many ways alcohol, tobacco, and other drugs can harm the human body.

[CCWR: 4.2]

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### **RISKS/EFFECTS**

**Indicator 2.3-2: *Recognize the physical and behavioral effects of alcohol, marijuana, tobacco products, inhalants, anabolic steroids, and household substances that may be misused for mood-altering effects.***

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### **SAMPLE LEARNING ACTIVITIES: 3-4**

#### **A. WHY ALCOHOL IS NOT SAFE FOR CHILDREN**

For this activity, you need two clear containers filled with water, one large and one small. The containers represent the people in a story. In order for students to make a clear connection between the containers and the people in the tale, label or decorate the bottles to resemble the characters. Ask the class what they think happens when two people drink the same amount of alcohol. Will the effects be the same for both? Read aloud a story about a large person and a small person. Both individuals are drinking alcohol. As you tell the story, add one drop of food coloring to both the large and small containers of water for each drink the characters consume. Ask: “Is there a difference in the water in the containers now that the “drinks” have been added? Who might feel the effects first?

How does body size influence the effects? What other factors might influence the individual's reaction to alcohol?" (Responses might include food, other drugs, medicines, illness, fatigue, age, and maturity.) Be sure to emphasize that size is not the only factor used to determine if one can drink safely. Guide the discussion towards the conclusion that alcohol use by children is not safe. Students illustrate the concepts discussed through drawings and write a short summary of what they learned in this lesson.

**Variation:** Cross-age teachers present a puppet show or skit to accompany the experiment described above. The peer leaders guide the discussion, emphasizing that most kids do not use alcohol and other drugs.

**Variation:** For this activity, you need two 4-ounce cups for each student. With students watching, mix a quart of water with the recommended amount of dry lemonade mix and a quart with twice the recommended amount. Fill one cup two-thirds full of regular strength and one cup one-third full of double strength. Students taste and compare. Explain that each cup has the same amount of powder but the concentration is different. Ask students how this could be connected to alcohol consumed by a child.

[CCWR: 3.2/3.7/3.9/3.12]

## **B. BODY SYSTEMS, DRUG EFFECTS**

Explain that the body experiences many short and long-term effects from the use of various drugs. In small groups, students trace a body outline and add body systems to the tracing. Each group gathers information about the effects of alcohol, tobacco, and other drugs on an assigned body system. Using the information, each group develops a skit portraying various body parts and describing the effects of chemical substances on the assigned body system. Students use the body tracings and "sandwich board" costumes to illustrate the skit. After each group has presented its skit, students list at least one effect for each body system.

[CCWR: 3.4/3.5/4.10]

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**Teacher Tip:** The next activity requires the use of cigarettes to demonstrate specific effects. Be sure to notify the building principal prior to any activity using tobacco products as there are specific laws and regulations regarding the use of these products in schools and public buildings. This activity can be used to make parents and students aware of the school district's "No Smoking" policies.

## **C. EFFECTS OF TOBACCO ON THE RESPIRATORY SYSTEM**

This activity helps students visualize the effects of tobacco products on the respiratory system. To demonstrate the effects of smoking, use a smoking machine (available from health materials supply companies) or create your own (directions can be found on page 238). Students record their observations during the presentation. Emphasize during the discussion that certain effects are clearly evident, such as yellow teeth or bad breath, but that some internal changes may go unnoticed until years later. To illustrate this, use an old broom and a new broom to represent the cilia. Sweep a pile of dirt with the new broom and then with a broom that is worn and broken. Discuss the students' observations and relate them to the effects of smoking on the respiratory system. Introduce the con-

cept of *secondhand smoke* by asking students how cigarette or cigar smoke affects others. Organize small groups to develop strategies to minimize exposure to cigarette or cigar smoke. Groups share their ideas and create a large poster outlining the best strategies.

[CCWR: 3.2/3.13/4.8]

#### **D. WHAT DOES SMOKING COST?**

Discuss the costs of various items that students treasure (e.g. games, CDs). Explain that you have discovered a great way to save money: Never become a smoker! Provide information on the cost of individual packs and cartons of cigarettes and cigars. Divide the class into small groups, and assign each group a “hypothetical smoker.” Each group calculates the amount of money its smoker spends on tobacco products in one week, one month, and one year, then places their calculations on the chalkboard and justifies their answers. Each student writes a journal entry explaining things the smoker could do with the money saved if he/she quit smoking.

[CCWR: 2.2/3.12]

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**Teacher Tip:** The following activity provides an ideal opportunity to have students share information about the correct use of the 911 emergency system with family members. This lesson can be used to make families aware of training in first aid and CPR or to notify them of parenting or baby-sitting classes. Emphasize that students should never practice 911 calls using a real telephone.

#### **E. EMERGENCY: CALL 911**

Introduce the concept that certain substances when inhaled or ingested may cause immediate and life-threatening reactions, such as breathing cessation or heart irregularities. After a discussion of the effects of certain substances, students develop role-plays of emergency situations where someone may have ingested or inhaled a poisonous or dangerous substance. Include a simulated 911 call, a call to the poison control center, and simple first aid procedures.

[CCWR: 5.1/5.2/5.6/5.8/5.9]

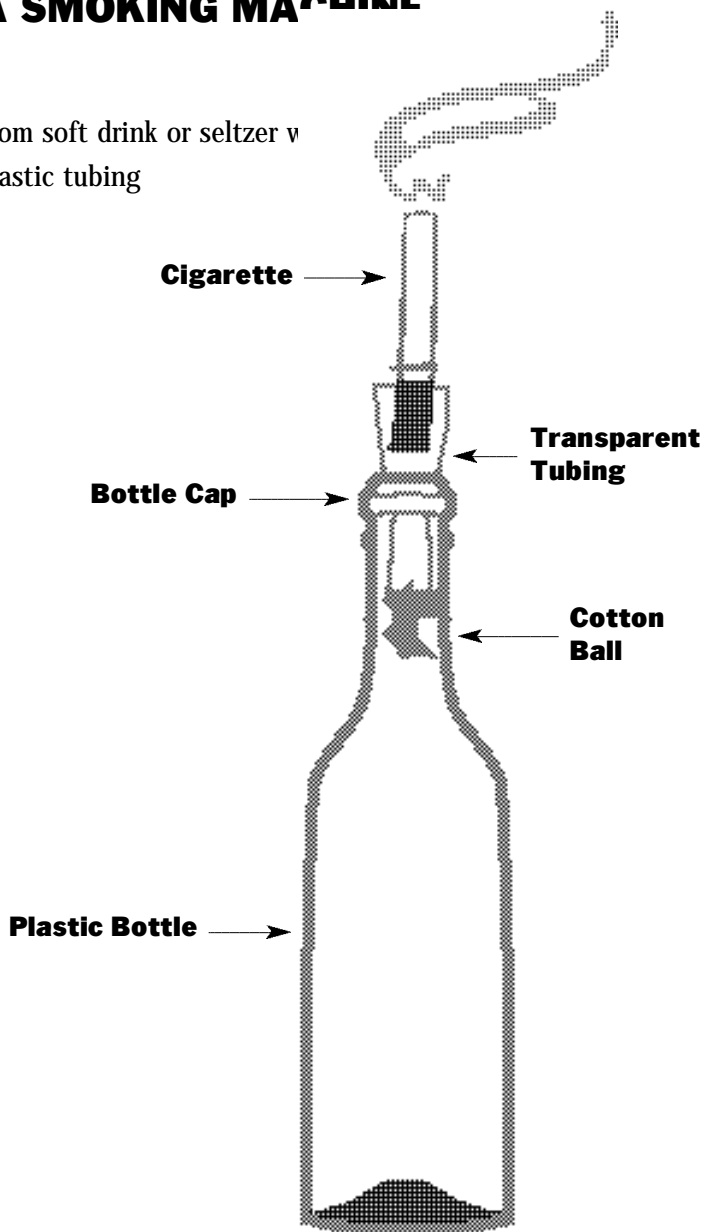
## MAKING A SMOKING MACHINE

### Materials

- 2 qt. transparent plastic bottle (from soft drink or seltzer water)
- 4-inch piece of 1/4" transparent plastic tubing
- 2 cotton balls
- 1 non-filter cigarette
- Matches
- 1 small piece of aluminum foil
- 1 cup of molasses or dark syrup

### Procedure

1. Punch a hole in the bottle cap with a hammer and screwdriver.
2. Put cigarette in one end of tubing.
3. Push other end of the tubing through the bottle cap.
4. Stick one cotton ball in the other end.
5. Screw on the bottle cap.
6. Place the second cotton ball on a piece of paper next to the bottle.



*Note: Arrange a location for the smoking experiment which minimizes smoke inhalation.*

You may need permission to do the experiment inside depending on your school's smoke-free policy. Do the experiment near a window or in a sheltered place outside.

*Caution: Students with asthma or other respiratory conditions should only be present for the introductory and follow-up discussions. Check with the school nurse before performing this experiment.*

Adapted from: *Do It Yourself: Making Healthy Choices*, American Cancer Society, 1994.

## SIGNS, SYMPTOMS, AND RESOURCES

**Indicator 2.3-3:** *Recognize the signs and symptoms of chemical misuse, abuse, and dependency, discuss their impact on personal and family health, and identify resources for help and information.*

### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** It is often difficult to explain to youngsters why it is legal to purchase tobacco products or consume alcohol when we prescribe a “no use” message for them. Reinforce the idea that these substances can also be harmful for some adults, especially those who cannot control the amount of a substance they use. The next activity attempts to introduce the idea that “too much of anything might not be a good thing.”

#### A. TOO MUCH

Write the words “too much” on the chalkboard. Explain and demonstrate the concept of too much using containers of various sizes and overfilling some of the containers with water. Use a chart, similar to the one below, to brainstorm how too much can cause problems. Discuss how too much of something might be harmful or unhealthy.

TOO MUCH...	OUTCOME/PROBLEM
Candy	Upset stomach; dental caries
Sun	Sunburn; skin cancer
TV	Poor grades; get lazy
Medicine	Sleepy; upset stomach
Alcohol	Drunk driving; falling

[CCWR: 2.2/5.1]

**Teacher Tip:** The impact of chemical use by adults may be beyond the realm of comprehension of young children. Using stories or videos with cartoon characters may be less threatening. Be aware that some students may have already had experiences with alcohol or other drug use in their families and may disclose information during class discussions. Be prepared to refer students who appear to need more time to talk to a school counselor or substance awareness coordinator.

### **B. LEARNING TO BALANCE**

Demonstrate the concept of *balance* by using a scale balance or riding a two-wheeled bicycle. Tell students when things get to be too much it is impossible to maintain balance. Demonstrate this by adding weight to one side of the scale or carrying a heavy load on one side while riding a bike. Explain that sometimes families become unbalanced. Share a story about a family that has problems because of too much. Ask: “How does the family deal with the problem? What can families do when they experience problems?”

[CCWR: 4.5/4.7]

### **C. HEALTH HELPERS**

Explain that there are times when everyone, even adults, need help. Brainstorm a list of community helpers. Give each student a teacher-made chart, with pictures and words as headings, that categorizes health helpers (e.g., school nurse, hospital, SAC, police officer). Students complete the chart with the names and phone numbers of the health helpers. Place large posters with the names and pictures of health helpers in areas around the classroom. Read aloud various situations in which a student might need help. Students move to the area under the appropriate health helper and justify their choice. Be sure to include 911 emergency services and the poison control center as part of this activity.

**Variation:** Send a letter and laminated emergency phone number chart to each student’s family. In the letter, ask family members to complete the emergency chart with the student, sign the letter, and return it to school. Students post the emergency chart on the family refrigerator for easy access in an emergency.

[CCWR: 1.3/3.4]

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## SIGNS, SYMPTOMS, AND RESOURCES

**Indicator 2.3-3:** *Recognize the signs and symptoms of chemical misuse, abuse, and dependency, discuss their impact on personal and family health, and identify resources for help and information.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

#### A. SHOEBOX THEATER PRESENTS: THE IMPACT OF ATODS

Students create a “Shoebox Theater” by drawing or creating a movie, frame by frame, which is pulled through slits on a box. In pairs, students write a story outline related to substance use and chemical dependency, then create the project and a script that can be displayed like subtitles in a foreign film. Present the films as part of a classroom film festival and discuss each one. Each student writes a review and summary of at least two theater presentations.

**Variation:** Using a computer program such as KID PIX 2 or KID PIX Studio, students develop a slide show to produce a movie in HyperCard format about the effects of chemical dependency on a family or individual. Drawing, sound narration, and transitions give a multimedia feel to the project. [CCWR: 1.3/2.8/4.8]

#### B. REWRITING COMMERCIALS

Show several TV commercials for alcohol products. After each commercial, ask if the ad clearly identifies the risks of alcohol use and abuse (e.g., some ads will mention designated drivers). Divide the class into small groups and show the ads again, this time asking students what messages the ads convey. Each group rewrites one ad as truthful and presents the ad to the class.

[CCWR: 3.10/4.2]

#### C. ATOD ABUSE CAN AFFECT OTHERS

Explain that anyone can have problems related to the use of alcohol, tobacco, and other drugs. Sometimes those problems don’t come from personal use, but from use by a relative, friend, or even a stranger (e.g., drunk driving). Read aloud a short story or magazine or newspaper article about a promising young athlete, musician, or scholar whose life was significantly impacted by the use of alcohol, tobacco, and other drugs. At the conclusion of the reading, ask students to identify the individual’s problems. In small groups, students develop a list of strategies to deal with the problems. Each group presents its strategies to the entire class for discussion.

[CCWR: 4.4/4.5/4.8]

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## RULES AND LAWS

**Indicator 2.3-4:** *Identify laws related to the sale and use of alcohol, tobacco, and other drugs.*

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### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** Basic classroom and school rules serve as background for later study of laws specific to the use, abuse, and possession of alcohol, tobacco, and other drugs. Teachers should seize the “teachable moment” to discuss why rules and laws are necessary and identify the penalties or consequences one faces when laws and rules are broken.

#### A. GROUND RULES

Set the stage for a discussion of rules by using a book (e.g., *What If Everybody Did That?*) or video (e.g., *A Kid's Guide to Rules* available from Clearvue/eav, 1-800-CLEARVU) to discuss why rules are important. Post school and classroom rules and discuss what might happen if no one paid attention to the rules. Invite the principal to familiarize students with school, bus, and playground rules. Students illustrate class or school rules (e.g., walking on the right side of the hall, waiting for the bus on the sidewalk, standing in line) and display their illustrations on a “Welcome Back” bulletin board.

[CCWR: 1.1/4.7/5.8]

#### B. ADULTS HAVE RULES TOO

Explain that even adults must follow rules and laws. Invite adults from the school and community (e.g., school employee, police officer, parent, community leader, nurse, doctor) to discuss rules and laws on the job and in the community. Prior to the visit, pair students to prepare three questions about rules and laws on the job for the panelists. On the day of the visit, each pair interviews a community partner using their questions. Students illustrate the rules and laws identified in the interview.

[CCWR: 1.1/5.8]

#### C. SHOPPING BY THE RULES

Young students like to accompany adults to the store or mall. Provide small groups of students with a toy shopping cart containing a number of play items (or pictures of items) that can be purchased in a store. Give the students play money to purchase the items. Students review the contents of the cart and pull out items they cannot legally purchase (e.g., tobacco products, alcohol). Discuss how merchants can be fined for selling these products to children, and explain that the laws are designed to protect children.

**Variation:** Assign prices to each product. Students calculate how much money they can save if they don't buy the tobacco or alcohol products in the cart. Students use play money to illustrate costs and savings.

[CCWR: 1.12/4.8/5.8]



**Teacher Tip:** Because the following activity involves students moving in space without rules, several adults should monitor and process the lesson. The activity is an excellent opportunity to “team” the physical educator, classroom teacher, substance awareness coordinator, school nurse, and/or the school counselor to ensure a safe and meaningful activity. Involving a school administrator makes a direct connection to school rules.

#### **D. ORDER FROM CHAOS**

Design and facilitate a chaos activity that leads to a discussion of why rules are necessary. Assign small groups of students to each of four corners of a large, open play area. On signal from the teacher, teams move to a designated area, such as a small circle in the middle of the playing field or court. Students must stop and freeze on command. Designate the locomotor movement to ensure the safety of the participants (e.g., no running). After several trials of the activity, return to the classroom and ask the students what prevented them from getting to the designated area. Brainstorm ways to resolve the situation and place the ideas on the board. Connect the responses to the need for rules and laws. As an extension of this activity, ask students to predict what might happen in your school or community if there were no laws. Compile their ideas on the board and then divide the class into the original four teams. Each team discusses how problems in the school and community might be resolved if there were no laws. Each team reports their ideas to the entire class.

**Variation:** Use chalk to outline roads on the playground. Using colored lights or large flash cards representing traffic lights, students attempt to follow the rules of the road (e.g. staying to the right, stopping). During the activity, identify students who are following the rules. Discuss what might happen to those students who are not following the rules (e.g., accident, ticket, injury).

[CCWR: 1.1/4.7/5.8]

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## **RULES AND LAWS**

**Indicator 2.3-4: *Identify laws related to the sale and use of alcohol, tobacco, and other drugs.***

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### **SAMPLE LEARNING ACTIVITIES: 3-4**

#### **A. RULES ARE IMPORTANT**

Establish classroom ground rules using charts and bulletin boards. Ask students why rules are necessary and write their responses on the board. Organize the class into small groups to select a classroom “rule for the day.” (The rule may be a silly one, such as hopping on one foot when answering a question, or the rule may be a routine classroom rule.) The class votes on the rule for the day and discusses the consequences for those who don’t follow the rule (e.g., distribute play money and collect a fine). At the end of the day, focus on the day’s events and any problems with the rule. Discuss why rules are necessary. Each student writes an ending to the following statement: “Rules are important because...”

[CCWR: 1.1/3.10/5.8]

### **B. RULES FOR CHILDREN**

Divide the class into small groups to list reasons why alcohol and tobacco products should not be sold to children. Have each group present its list and discuss. Then, invite a police officer or lawyer to speak to the class about rules and laws, with special emphasis on laws regarding access to tobacco products and alcohol by children. After the presentation, each student writes a thank-you letter to the speaker, highlighting what he/she learned in the presentation.

[CCWR: 4.8/5.8]

### **C. LAWS AND RULES AROUND THE WORLD**

Present several outdated laws to the class (e.g., not tying your horse to lampposts, no dancing in public). Briefly address how laws are created and repealed in the United States. Students research and compare laws and rules in other countries and discuss the results of their research.

**Variation:** Students write a letter to a pen pal from another country asking about alcohol and tobacco product laws. Post and discuss responses to the letters.

[CCWR: 4.10/5.8]

### **D. RULES ON THE JOB**

Students write a letter to a parent or other adult, inquiring about special rules or laws he/she must follow on the job. Use the responses to discuss how rules apply to adults. Students create a master list of all the rules and compare them to classroom and school rules.

[CCWR: 1.1/5.8]

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## **ILLNESS AND INJURY**

**Indicator 2.3-5:** *Describe how the use, misuse, and abuse of alcohol, tobacco, and other drugs contribute to the incidence of illness and injury.*

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### **SAMPLE LEARNING ACTIVITIES: K-2**

**Teacher Tip:** Whenever classroom activities require movement, be sure the environment is free from obstacles that might contribute to injury.

#### **A. PERFORMANCE UNDER THE INFLUENCE**

This activity uses the game, “Pin the Tail on the Donkey,” as a vehicle to discuss changes and problems associated with substance use. Play the game according to the usual rules. Ask: “How difficult is it to pin the tail on when blindfolded and dizzy?” Next, spin a student around without the blindfold, and ask him/her to walk on a chalk line. Connect the sensations to that of being under the influence of alcohol or another drug. Divide the class into small groups to select a job, such as a truck driver, doctor, or teacher. Each group discusses how an individual’s job performance might be

affected by the use of substances and then presents a summary of its discussion to the class. Shift the focus from future career to the effects of alcohol, tobacco, and other drugs on school performance. Ask: “How might a student perform on a test or speech if under the influence of alcohol, tobacco, or other drugs?” Each student completes the lesson by writing a brief summary of the effects of substances on school and work performance.

**Variation:** Instead of playing “Pin the Tail,” use a target throw game. Provide students with soft balls or beanbags. Each student aims for the target before and after spinning. Discuss the difficulties associated with performing this task and relate this to substance use.

**Variation:** Focus the small-group discussions on the operation of motor vehicles. Students discuss how substance use might impair one’s ability to drive a car, motorcycle, bicycle, or ATV.

[CCWR: 1.1/1.2/5.1/5.2]

## B. SMOKING AND FIRE SAFETY

Invite a representative from the local fire department to speak about fire safety. Discuss the role that cigarettes, lighters, and matches play in house fires. Students create fire safety posters.

[CCWR: 5.1/5.2/5.9]

**Teacher Tip:** Because a parent or other loved one smokes, some students may become upset or frightened when you discuss the negative aspects of tobacco use. Be prepared to provide those students with supportive care. Keeping parents informed about classroom topics will help parents understand their child’s concerns.

## C. SMOKING BOTHERS ME

After discussing the effects of *secondhand smoke* or *passive smoking*, students practice tactful and respectful ways to let others know that smoking bothers them. Each pair models its responses for the class. Discuss laws designed to protect individuals from passive smoking.

[CCWR: 4.4/4.5/4.7]

**Teacher Tip:** When inviting speakers to the classroom, involve representatives from community agencies that students are most familiar with, such as local healthcare providers, hospitals, and clinics. Be sure to involve speakers that reflect the cultural and ethnic diversity of the classroom. A list of national and state agencies can be found in the Appendix .

## D. COMMUNITY AGENCIES CAN HELP

Invite a representative from a community health agency (e.g., a local hospital, the American Cancer Society, the American Lung Association) to discuss the effects of tobacco use. Be sure the speaker discusses programs available to help people quit smoking. As a follow-up activity, each student writes a thank-you letter to the representative/agency outlining one fact he/she learned from the presentation.

[CCWR: 3.4/5.6]

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## ILLNESS AND INJURY

**Indicator 2.3-5:** *Describe how the use, misuse, and abuse of alcohol, tobacco, and other drugs contribute to the incidence of illness and injury.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** Combine the following activity with a language arts or visual arts lesson to serve as an effective culmination to the study of alcohol, tobacco, and other drugs.

#### A. PICTOGRAPH STORY: IMPACT OF ATODS

Tell students that the use of alcohol, tobacco, and other drugs affects the lives of many people. Explain that a person does not have to be using the substances to be affected by them (e.g., a family member may use drugs). Direct students to think about the many ways ATODs impact a person's life. Using these ideas, students create a pictograph story—a story using student-made drawings or pictures from magazines to illustrate key words and phrases. The story should depict ways in which people's lives are impacted by ATOD use and abuse (e.g., car crashes, falls, fires, illness, time lost from work or school). Students exchange stories and provide positive feedback. Reinforce the message that help is available for people with substance abuse problems and for those affected by another person's use.

**Variation:** Invite a representative from the Automobile Association of America (AAA) to speak about alcohol and traffic safety. Students incorporate information from the presentation into their pictograph story.

[CCWR: 4.5/4.7/4.11/5.6]

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**Teacher Tip:** Even though the media may present the use of alcohol, tobacco, and other drugs as glamorous or funny, emphasize that there is nothing humorous about the problems caused by drug use.

#### B. ACCIDENTS AND CRIME: THE ALCOHOL CONNECTION

Begin this activity by reading aloud a newspaper or magazine article about an alcohol-related accident or crime. Brainstorm situations that may occur as a result of the use of alcohol, tobacco, and other drugs and write the ideas on the board. Supply the class with magazine and newspaper articles that clearly illustrate the relationship of substance use and incidents such as fires and car crashes. Students graph the incidents by type and substance and discuss the conclusions. Each student and his/her parent or guardian watch a local newscast for three consecutive nights. For each program viewed, students chart the number and kinds of incidents reported involving substance use. Students share their findings with the class.

**Variation:** Have a police officer discuss the number and kinds of ATOD-related incidents occurring in the community. Each student writes a thank-you letter to the officer, recommending one solution to the problems described in the presentation.

[CCWR: 3.12/4.10/5.1/5.6]

### C. WARNING LABELS

Show students warning labels on tobacco products and explain why the labels are required. Students read and analyze the warnings and create a new warning label for tobacco or alcohol products that more clearly describes the risks of use. Display the student-created labels and discuss why such labels are important. Pose the following questions: “Do people stop smoking or drinking after reading the labels? Why or why not? Are the labels effective in stopping the use of tobacco or alcohol products?” Require students to defend their answers.

[CCWR: 3.8/5.8]

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**Teacher Tip:** Whenever examples, scenarios, or case studies are used in this *Framework*, feel free to create examples that best reflect the needs of your students. Be sure the examples used in your classroom are relevant to the student population, considering their developmental level, culture, and experiences.

### D. WHAT IF..

Students write a story about a situation concerning the use of alcohol, tobacco, and other drugs. Provide a trigger sentence, similar to the ones below, to start the stories. The main character in each story must clearly identify the problem, work through a decision-making model, and find an appropriate solution to the problem. Students present their stories as a skit, create a cartoon, or design a picture board or movie poster presentation. Students critique the use of the skills presented in the story. Guide the discussion to reinforce the use of effective decision-making, assertiveness, and refusal skills.

#### WHAT IF YOU...

- See a 3-year-old playing with matches or a lighter?
- Have to a ride home with someone who appears drunk?
- Find your little brother playing with an open container of cleaning fluid?
- Have severe asthma and must attend a family party where people smoke?
- See your friends pretending to drink beer from an empty beer bottle?

[CCWR: 3.1/3.4/3.10/3.11/3.13/3.14/4.8/5.1]

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## SHORT AND LONG-TERM EFFECTS

**Indicator 2.3-6:** *Classify chemical substances by their actions on the body, and describe the short and long-term effects of their use.*

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### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** Whenever you use food products as part of classroom experiences, be aware that some students may have medical conditions (e.g., allergies, diabetes) that may prohibit or limit their participation. Always check with the student, his/her parents, and the school nurse.

#### A. COORDINATION

Select a volunteer to read a short story or poem to the class. Most of the students will be able to understand the passage. Now have the volunteer place a marshmallow in his/her mouth and read aloud the same passage. Ask students to comment on the differences in the readings. Relate this as an example of how a person who drinks too much alcohol might sound. Pairs repeat the exercise and discuss the results. Continuing in pairs, students write a brief description of how the use of alcohol, tobacco, and other drugs affects muscle control and coordination. Each pair shares their description with the entire class. Use a whip around, pass option activity to create a class list of activities that might be altered if an individual is under the influence.

[CCWR: 5.1/5.3/5.6]

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**Teacher Tip:** Invite the PTA to assist with the planning and dissemination of the information packet created as part of the next activity.

#### B. INHALANTS

Use a video (e.g., *Inhalant Use: Please Don't Breathe My Fumes* available from ETR Associates, 1-800-321-4407) to illustrate the effects of household substances used for mood-altering effects. Discuss how substances not normally considered drugs can cause serious short and long-term effects, such as respiratory or brain damage. As a follow-up activity, each student writes a letter to the parents of kindergarten or preschool students, warning them of the dangers of poisons and inhalants in their home and outlining suggestions to improve household safety. Be sure the letters include information on how to access the poison control center. Students include fact sheets and pamphlets from a variety of sources in the parent information packet.

[CCWR: 5.1/5.2/5.6]

**Teacher Tip:** The following activity is an excellent review lesson. Develop a collection of games such as “Jeopardy” or “To Tell The Truth,” or have students create board games using myth and fact cards.

### C. MYTH VS. FACT

Using examples, point out that it is important to know the facts in order to make effective decisions. Read a statement about drugs and medicines. After the statement is read, each student moves to a predetermined corner of the room if he/she believes the statement is a myth; to another corner of the room if he/she believes the statement is a fact; or remains in the center of the room if he/she is unsure. Students discuss their choice with other students in that corner. Each corner selects a spokesperson to defend the group’s choice. (If students always seem to stay in the center of the room, change the rules. Tell them the center no longer exists and they must make a choice.) During the game, clarify any misconceptions. After the game is over, students write a brief paragraph outlining what they learned from this activity.

#### SAMPLE MYTHS AND FACTS

- Drugs are medicines.
- You can’t become addicted to medicines but you can become addicted to drugs.
- Alcoholism is an addiction.
- Alcohol is not a drug.
- Tobacco is legal; therefore, it is not a drug.

**Variation:** Students write myths and facts on index cards. Use the student-generated cards to play the game.

[CCWR: 3.10/3.13]

### D. ATODS AND VIOLENCE

Students conduct a review of local newspapers for incidents that involve violent behavior and the use of alcohol, tobacco, and other drugs. Students interview the local DARE officer about similar situations in the community. As a result of the review, small groups develop strategies to deal with individuals who may be under the influence and who are exhibiting erratic or violent behavior. Each group role-plays the strategies. The DARE officer leads the class in a review of the strategies.

[CCWR: 3.4/4.5/4.10]

### E. THE TIME OF YOUR LIFE

Initiate a student discussion with these questions: “Close your eyes and imagine where you might be 5, 10, and 20 years from now. Do you see yourself happy? successful? having fun? What do you think what might happen if you start using drugs? How might your life be different?” To focus on the possible effects of the use of alcohol, tobacco, and other drugs during one’s life, students create an upside-down book. One side of the book—the positive, self-affirming side— contains self-portraits, drawings, poems, or descriptions of how the student envisions himself/herself at various stages of a drug-free life cycle. The other side of the book contains similar drawings, this time showing how life

might be different if the individual used alcohol, tobacco, and/or other drugs. After the books are completed, students exchange books with a classmate. In pairs, students discuss the books. Reconvene the entire class and summarize the potential effects of substance use.

[CCWR: 4.1/4.3]

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**Teacher Tip:** Include the next activity in a unit on career planning. Review the essential skills needed on the job (e.g., promptness, responsibility, cooperation).

### **F ON THE JOB**

Explain how the use of alcohol, tobacco, and other drugs interferes with job performance. In order to understand this better, students interview a school staff member about his/her job. Each student is given a teacher-prepared questionnaire for the interview. Questions should focus on what the person does, the skills and personal qualities needed for the job, and educational requirements. After the interviews, organize students into groups by job title. Students compare the results of their interviews and predict how the use of ATODs might interfere with job performance.

**Variation:** As a follow-up activity, students role-play a job interview. Using a script, costumes, and props, students assume the roles of employer and prospective employees. Two of the job candidates should exhibit some signs of substance use (e.g., chain smoking, acting very lethargic or wired). After observing the interviews, the class votes on who should be hired for the job. Discuss the criteria used to make the judgment.

**Variation:** Introduce the concept of preemployment drug screening, and discuss how drug testing might impact one's ability to gain employment.

[CCWR: 1.1/1.2/1.11]

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## **SHORT AND LONG-TERM EFFECTS**

**Indicator 2.3-6:** *Classify chemical substances by their actions on the body, and describe the short and long-term effects of their use.*

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### **SAMPLE LEARNING ACTIVITIES: 7-8**

**Teacher Tip:** Students need to understand basic anatomy and physiology before they can predict the effects of alcohol, tobacco, and other drugs on the human body. Collaborate with the science teacher to ensure that students have a basic understanding of body systems (particularly the brain and central nervous system) prior to these activities.

#### **A. SPEED UP, SLOW DOWN**

This exercise focuses on two kinds of substances: *stimulants* and *depressants*. Define the terms and



ask for examples of each. Play a video and/or a sound recording at a faster speed than normal. Indicate that this represents the body under the influence of stimulants. Then play the same recording at a very slow speed. Explain that this represents the body under the influence of depressants. Students describe reactions to the varying speeds. Using physiological terms, explain what happens to the human body when these stimulants or depressants are used. Ask the group to predict what might happen to the human body if constantly placed under such conditions. Each student predicts his/her own body's reaction to fast and slow physical activity (e.g., running and walking, dancing to slow and fast music) and writes a brief summary of the effects of stimulants and depressants on daily activities.

[CCWR: 3.2/3.12]

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**Teacher Tip:** Emphasize the correct terminology when discussing alcohol, tobacco, and other drugs. It is important, however, that school staff be familiar with the street/slang names for commonly used substances.

## **B. WHAT I WANT TO KNOW ABOUT DRUGS**

Ask students: "What do you already know about alcohol, tobacco and other drugs?" Select a volunteer to write the responses on a large sheet of newsprint with the heading "What We Know." Once most of the ideas have been listed, ask the class to brainstorm what they would like to know about drugs. Write those responses on a second sheet of newsprint under the heading "What We Want To Know." Keep the lists posted so students can refer to them during the assignment. Divide the class into small groups to research and gather information on one drug. Using the newsprint lists as a guide, each group develops a presentation that includes posters, diagrams, models, or a video. Brainstorm a third list, "What We Learned," and post it next to the other lists. Leave all three lists posted so students can add to the lists during subsequent class sessions.

[CCWR: 2.9/3.4/3.5/4.10]

## **C. REACTION TIME**

Introduce the term **reaction time**. Brainstorm possible definitions and write them on the board. Using the student ideas, develop an appropriate definition. Explain why it is important to have a quick reaction time, and ask students to name some activities that require quick reactions. Organize the class into pairs or small groups. One student in each group holds a yardstick between two fingers, releases it, and then quickly catches it. The student dips his/her fingers in very cold water, hot water, oil, or glycerin and repeats the release and grasp of the yardstick. Group members observe and record the reaction times of the activities. Compare the reaction times and allow other group members to participate in the activity. Each group discusses the observations and reports back to the entire class. Students complete the activity by writing a brief summary of the events and results, connecting the information to activities they enjoy (such as hitting a tennis ball, catching a baseball or riding a bike).

**Variation:** Students research and predict the effects of specific substances on one's reaction time.

[CCWR: 3.2/3.5/3.7]

**Teacher Tip:** Be aware that some students may be taking prescribed steroids for a variety of health problems. Distinguish between the appropriate use of prescribed medicines and the inappropriate or illegal use of anabolic steroids. Students are well-aware of legal performance-enhancing substances that have been used by well-known athletes.

#### D. STEROIDS

Show a video of a famous athlete participating in a world or Olympic championship event. Ask the students what it took for that individual to become so successful. Explain that some individuals use unnatural means to enhance performance — to develop more muscle or increase speed. **Anabolic steroids** are one category of **performance enhancing substances**. Explain that athletes can be banned from competition if found to be using such substances. In small groups, students research the use of anabolic steroids and other performance enhancing techniques and develop a body outline or visual display showing the effects of the substances on the human body. After groups present their research to the class, each student develops a list of alternatives to the use of performance-enhancing substances and contributes his/her ideas to a class poster entitled “Don’t Do ‘Roids” or “Steer Clear of Steroids.”

**Variation:** Invite an athlete, coach, trainer, or sports physician to speak to the class about the use of anabolic steroids and performance enhancing techniques.

**Variation:** Students examine current issues related to the use of legal performance-enhancing substances (e.g., androstenedione, creatine) and debate their use in professional and amateur competitions. What are the rules regarding use for New Jersey high school athletes?

[CCWR: 2.6/2.9]

#### E. TOBACCO TRUTHS

Brainstorm reasons why people smoke or use tobacco products. Divide the class into two groups. The first group develops a list on chart paper of the long-term effects of smoking and tobacco use, while the second group develops a list of the immediate effects of use. Be sure that both groups consider the physical, mental, and social implications of tobacco use. Post both lists. Supply each group with various ads for tobacco products. Each group discusses if the models in the ads exhibit any of the effects noted on the posted lists.

**Variation:** Each group researches statistical data on tobacco use (or alcohol use), using resources such as the American Cancer Society, the American Lung Association, the Department of Health and Senior Services, or the Centers for Disease Control and Prevention (CDC). Students use the Internet to conduct additional research, collect data, and then develop a research file. Students use the information to write an article for a school or community newspaper.

[CCWR: 2.6/2.9/3.4]

#### F. TOBACCO MATH: WHAT IT COSTS!

Divide the class into small groups to calculate the cumulative number of cigarettes consumed by an individual who smokes three cigarettes per day over a period of 10 years. Allowing for escalating tobacco consumption and an increase in taxes on tobacco products, students calculate the cost over an established period of time. After the students have calculated an amount, they “invest” the annual amount saved over a period of 10 years and graph the costs vs. savings. Discuss what might be done with the money saved by not smoking.

[CCWR: 1.12]

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## MEDICINES AND DRUG INTERACTIONS

Indicator 2.3-7: *Discuss the appropriate use of medicines and the dangers of drug interactions.*

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### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** Before distributing prescription bottles, be sure to remove information that might compromise an individual's confidentiality (e.g., name, prescription number). Explain that these items are included on every bottle but have been removed to protect someone's privacy.

#### A. USING MEDICINES AS DIRECTED

Brainstorm health conditions that might require treatment with medication (e.g., poison ivy, strep throat, acne, hives, upset stomach, pneumonia, HIV infection). Log the list on chart paper or the chalkboard. Divide the class into small groups and distribute various empty bottles/containers of prescription and over-the-counter medicines (supplied by the teacher or school nurse). Groups examine the labels and package inserts for information on the uses (**indications**), type of drug, dosage, warnings, and side effects. Supply the class with excerpts from consumer guides and pharmacological information books to assist in gathering more information about the product. (Students can explore pharmaceutical company Web sites.) Write important points about the medication on large sheets of newsprint and post them on the wall. Using the chart, each group describes the product they researched and where they found that information. Be sure students indicate if the medication/product they researched is a prescription or over-the-counter medicine. Reinforce important rules about the use of medicines. As a culminating activity, divide the class into pairs. Using small empty boxes or bottles, students design medication labels and packaging inserts for a make-believe medicine. Display and discuss the hypothetical products. Students write a paragraph about the need to read and follow directions and the possible consequences of improper use.

[CCWR: 2.6/3.5/ 5.5/5.8]

#### B. MEDICAL INTERFERENCE

Ask students to define **interference**. Draw a parallel to sports by asking students what happens when a football, soccer, or basketball player is interfered with during a game. Explain that the same thing can happen when an individual takes one medication and then takes another drug or medication. Explain that some drugs may interfere by blocking the first medicine's effects, by making its effects stronger or weaker, or by hampering the body's ability to use the drug appropriately. Describe the possible consequences of drug interactions. Provide several examples of situations in which students might be asked or pressured to use a substance that might interfere with a medication they are taking (e.g., allergy medicine and alcohol, dairy products and some antibiotics). Students practice different responses for each situation and vote on the best responses.

[CCWR: 4.8/5.2/5.8]

**Teacher Tip:** Reinforce the concept that some illnesses and health conditions will require the use of medication to insure a cure but additional strategies can help a person feel better when ill (e.g., sucking on hard candy with strep throat).

### C. TOP 10: COPING

Brainstorm and list common health complaints of young adolescents (e.g., headache, stomachache, sore throat). Divide the class into small groups, and assign each group a health complaint from the list. Each group develops a list of 10 strategies to cope with the problem without resorting to medicines. Students create a poster or bulletin board entitled “Top 10 Things to Do When You Don’t Feel Well—Without Taking a Pill.”

[CCWR: 2.9/3.11/3.14]

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## MEDICINES AND DRUG INTERACTIONS

**Indicator 2.3-7:** *Discuss the appropriate use of medicines and the dangers of drug interactions.*

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### SAMPLE LEARNING STRATEGIES: 7-8

**Teacher Tip:** The following activities are excellent opportunities to introduce students to pharmaceutical careers. Invite a pharmacist to the classroom or take a field trip to a pharmacy or pharmaceutical company. In addition, many pharmaceutical companies provide free or low cost literature for students on the correct ways to take medications. Explore company Web sites for more information.

### A. COMBINED OR MULTIPLE EFFECTS

Introduce the concept of a **synergistic effect**. Use examples to show students how certain substances, when taken in combination with others, enhance or multiply the effects of the original substance. As an example, a person who drinks alcohol and then takes a sleeping pill will receive a much greater effect than each of these drugs individually can produce (because both are depressants). To clarify, instead of a simple math problem like  $1+1=2$ , tell students that in situations like this one  $1+1=3$ . Another way to demonstrate this concept is to pour one cup of water into a large glass container. Then pour another cup of water and observe the water level. Explain that one cup of water plus one cup of water produced two cups of water in the glass container. Then place one cup of vinegar in a glass. Take two tablespoons of baking soda and dissolve it in one cup of water. Tell students that one glass represents alcohol and the other represents sleeping pills. Refer to the previous demonstration using the two cups of water. Ask students to predict what might happen when you mix the vinegar and baking soda solutions. ***Make sure you have the cups over a sink or bowl.*** Add the glass of water with the baking soda to the glass of vinegar. The ingredients should overflow. In this case, one plus one did not equal two. Discuss the experiment as an example of synergistic effect.

**Variation:** Introduce the concept of **half-life**. Explain that some drugs stay in blood and body tissues long after the person feels any physical effects. Emphasize that the drug may still be present in sufficient amounts to cause problems if a second drug is taken. Students research the half-life of several drugs (e.g., marijuana, cocaine, heroin) and predict the expected results from a drug-screening test at various times after use (e.g., one day, one week, one month).

**Variation:** Show a list of ingredients from several common medicines. Some of the labels may also contain warnings not to mix the medicine with another medicines or alcohol. Point out that alcohol, as a depressant, will synergize or enhance the effects of any other depressant drug taken (e.g., sedatives, tranquilizers). Develop a series of cards, each with the name of a prescription medicine on it. (Use medicines familiar to students such as penicillin, Ventolin, or Ritalin.) Divide the class into small groups, and give each group several cards. Give each group scenarios describing individuals mixing one or more drugs. Students decide if the drug noted on the card would cause problems if combined with the substance noted in the scenario. Students list alternatives to taking another medication (e.g., sucking on hard candy for a cough, drinking juice instead of alcoholic punch, drinking herbal or peppermint tea). Reconvene the class and discuss each situation. Sample situations are listed below.

#### **SAMPLE SITUATIONS: SYNERGISTIC EFFECTS**

- A person is at a New Year's Eve party and wants to drink champagne to celebrate.
- A person takes a prescription cough medicine containing codeine and an aspirin for a headache.
- A person takes an over-the-counter antihistamine for allergies and drinks a beer.
- A person just had dental work, is taking a prescribed narcotic painkiller, and needs to take an allergy pill.
- A person drank at least five cups of coffee or soda containing caffeine and wants to take a sleeping pill.

[CCWR: 1.3/3.2/3.11/3.14]

### **B. WHAT WOULD YOU DO? TAKING MEDICATIONS CORRECTLY**

Explain that healthcare providers write prescriptions specifically to meet the needs of the ill or injured individual and that those medicines should not be shared. Demonstrate using two or three varieties of metered dose inhalers. (Students often think that all inhaled medications for asthma are the same.) Divide the class into small groups, and give each group a scenario describing a medicine decision. Each group discusses the situation and presents their scenario and the recommended action. The Substance Awareness Coordinator (SAC) or school nurse listens and rates each group's decision. After the presentation, the SAC or school nurse clarifies misconceptions and emphasizes school substance abuse and medication policies. Sample scenarios might include the following:

- A student saw a friend share medication with another student.
- A student carried and took an over-the-counter medication during the school day.
- A student carried a bottle of aspirin in his/her book bag, just in case.
- A student shared an inhaler with a friend who forgot his.
- A student carried an antibiotic tablet in his/her lunch bag because he/she forgot the permission form.

**Variation:** Students create a story or skit about a student asked to share medications. The story should feature the effective use of resistance skills and examine medication safety issues. Students use the stories and skits to develop and present a lesson for younger students.

[CCWR: 4.8/5.8]

### C. SIDE EFFECTS

Define **side effects**. Invite a pharmacist or healthcare provider to discuss the most common side effects of medications. Students prepare questions, in advance, for the presentation. After the visit, divide the class into small groups, and have each group select an occupation (e.g., pilot, racecar driver, professional athlete, doctor, carpenter.) Each group discusses the responsibilities of its chosen occupation and predicts the impact of medication side effects on job performance. After the presentations, discuss what a person can do to minimize medication side effects so he/she can function better at school or work.

[CCWR: 1.1/1.3/3.3/5.1/5.6]

### D. IN THE FIELD, ON THE JOB: EFFECTS ON PERFORMANCE

Students visit a construction site, hospital, or factory. During the visit, ask students to imagine the kinds of problems that might result if an employee was under the influence of either a legal or illegal substance while on the job. Students write a reaction to the trip and a summary of their observations.

**Variation:** If a field trip is not feasible, invite an occupational safety specialist, job foreman, or occupational nurse or physician to address the class about workplace substance abuse problems and policies.

[CCWR : 1.1/1.3/5.2/5.4/5.7]

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## DEVELOPMENTAL IMPACT

**Indicator 2.3-8:** *Analyze the impact of chemical substances on development, behavior, and activities.*

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### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** Examine the impact of substance use on physical performance in physical education activities. Students speculate what might happen during favorite games and sports if players perform “under the influence.” Students need to recognize how an individual’s behavior may be affected by the use of drugs and alcohol, how team play and sportsmanship may be affected, and how individuals under the influence may harm themselves and/or others if permitted to participate in sporting events.

#### A. RACING AGAINST ALCOHOL, TOBACCO, AND OTHER DRUGS

For this activity, design a relay race where students must place water, one teaspoon at a time, in a bottle. Divide the class into teams. Tell students they must be extremely careful not to spill any of the water as they move quickly to fill the bottle. After the race, ask each team what was the hardest part of the race. “How might a person under the influence of alcohol, tobacco, or other drugs might perform in such a race? Would the team have problems completing the task? How would team members handle such a situation?” Explain that even simple tasks require coordination, clear thinking, patience, and teamwork. Each student discusses, in writing, how each of those qualities might be affected when a person is under the influence of alcohol, tobacco, and/or other drugs.

**Variation:** After the physical activity above, students list several activities they enjoy and write how those activities might be affected if they used alcohol, tobacco, and/or other drugs.

[CCWR: 1.1/4.2/5.3]

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**Teacher Tip:** Peer leaders should always emphasize that most students do not use alcohol, tobacco, and other drugs.

#### B. PEER LEADERS SHARE THEIR KNOWLEDGE OF ATODS

Invite junior high or high school peer leaders to meet with small groups to discuss how alcohol, tobacco, and other drugs can interfere with extracurricular activities (e.g., sports, clubs, dances, trips). Be sure the peer leaders discuss school and sports rules and sanctions. Students discuss the presentation and write a reaction to it.

[CCWR : 3.4/5.8]

#### C. PEOPLE WHO CAN HELP WITH ATOD PROBLEMS

A variety of community leaders and healthcare providers can be involved in treatment programs for individuals with substance abuse problems (e.g., an emergency room physician, nurse, psychiatrist,



psychologist, paramedic, social worker, substance abuse counselor, minister, police officer). Invite a panel of these professionals to discuss their roles in substance abuse prevention and treatment. Panelists relate some of their observations about the effects of alcohol, tobacco, and other drugs on young people. After the panel presentation, students write a journal entry reacting to the panel.  
[CCWR: 1.3/3.4]

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**Teacher Tip:** Learning how and when to apply critical personal and interpersonal skills is key to remaining drug-free. This lesson is most effective when students have plenty of time to learn and practice the skills. Students need to be able to watch others perform the skills correctly via role-play or video and then practice the skills until they feel comfortable in a wide range of situations. Peer educators can be most effective in teaching and reinforcing these important skills. Please refer to *Standard 2.2: Personal, Interpersonal, and Life Skills* for additional sample learning activities that support skill-based instruction.

**Teacher Tip:** Create a standard feedback form for skills practice. As students become more comfortable with providing constructive comments, they will improve their own skill performance. As students become more skilled, establish new checklists or charts that reflect students' increased knowledge, comfort, and skill levels.

#### **D. SKILL PRACTICE: RESISTANCE AND REFUSAL**

There may be times when an unexpected situation involving alcohol, tobacco, and other drugs may arise. This activity helps prepare students for such situations by giving them a chance to think about the potential problems related to a situation, to predict the effects of the substance involved, and to apply effective resistance strategies. In small groups, students complete an open-ended scenario using effective resistance strategies. Students identify and analyze the potential risks in each situation, make predictions, and then write the story or script. Students present the story and receive feedback on the effective use of resistance skills. Sample scenarios might include the following:

- You are invited to your best friend's house. Your friend's parents are not home. He/she knows where his/her brother hides the "stuff" and dares you to try some.
- Your friend invited you to go to the mall. When your friend's parents come to pick you up, it is obvious that they have been drinking rather heavily.
- You have been invited to your first "party." When you get there, you realize that the parents have supplied the kids with plenty of beer and many of your friends are drinking.

[CCWR: 3.1/3.11/3.13/3.14/4.8]

#### **E. EFFECTS OF ATODS ON PROBLEM SOLVING**

Divide the class into small groups, and give each group blocks or popsicle sticks. Direct each group to design and build something (e.g., a bridge, house, skyscraper). Provide minimal direction for the project. Assign one person in each group to serve as an observer. Observers cannot speak or contribute to the discussion, only watch and record what happens. After a specific time limit, each observer describes what happened in his/her group. Ask: "How might the group process differ if one or more group members were under the influence of alcohol or another drug?" Relate this to the accomplishment of school and work-related tasks.

[CCWR: 1.1/1.2/4.7]



**F ALCOHOL, TOBACCO, AND OTHER DRUGS: IMPACT ON YOUR HEALTH**

Create a large grid on the chalkboard or on newsprint, similar to the one below.

**SAMPLE: HEALTH IMPACT GRID**

SUBSTANCE	CONSUMER	FAMILY LIFE	NUTRITION	SAFETY
Alcohol	Cost		High calorie	Impairs driving
Tobacco	High Cost	Increases risk of fires		
Steroids	Cost	Increases risk of heart problems		
Marijuana	Cost	Illegal		Impairs judgment

Create a deck of cards with facts about the four substances listed and the ways they impact four areas of health (listed at the top of the chart). Divide the class into several teams. Give each team an even number of cards (each team gets different colored cards). Students discuss the information on the cards and decide where the cards fit on the grid. Teams are given a chance to place a card on the correct spot on the grid and justify their answer. Another team can challenge the placement or justification, but they will lose a card if they challenge incorrectly. Only correct responses stay on the grid. At the end, tally the number of correctly placed cards for each team and offer a reward.

[CCWR: 4.2/4.4/4.7]

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## DEVELOPMENTAL IMPACT

**Indicator 2.3-8:** *Analyze the impact of chemical substances on development, behavior, and activities.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

**Teacher Tip:** “The Real Game” is a career exploration program for middle school students sponsored by the National Occupational Information Coordinating Committee. More information on “The Real Game” can be found in Chapter 7 of this *Framework*. Students playing the game can discuss how the use of ATODs may compromise the achievement of career goals.

#### A. OBSTACLES AND OPPORTUNITIES

The use of alcohol, tobacco, and other drugs can be a major obstacle that interferes with many opportunities. This activity encourages students to think about the future and imagine the positive and negative things that might happen. Draw a time line on the chalkboard. Give each student several index cards with various life events written on them—some positive and some negative (e.g., illness, loss of job, death in family, inheritance, vacation, childbirth). Each student places a card along the time line (at a spot they think is “typical” or common) and discusses the impact of the event in the person’s life. After all the cards have been placed, discuss the placement of the life events. Then ask students to think about where they want to be and what they want to be 20 years from now and how that might change if they begin using alcohol, tobacco, and other drugs. Students write three things that they can do now and during high school to reach personal goals, overcome obstacles, and grab opportunities.

**Variation:** Design a board game similar to “Life”, where students must meet various obstacles while performing life tasks. Use the game as a springboard for discussion on real-life obstacles and opportunities.

[CCWR: 4.1/4.3/4.9/4.11]

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**Teacher Tip:** Being able to evaluate current knowledge, ask appropriate questions, and accept criticism or correction are important life skills. Students must be able to listen attentively and not offer judgment on another student’s questions or comments. Learning to be tolerant of others is another important workplace readiness skill that is fostered in many of these activities.

#### B. REASONS NOT TO USE

Share statistics on the number of teenagers who do not use drugs. Talk about how the media often focuses on teenagers who use drugs, rather than the majority of teens who do not. Divide the class into small groups to discuss the risks and consequences of substance use, looking at short-term and immediate risks and consequences. Each group develops a list of reasons not to use drugs and then

must reach consensus on the top three reasons. A spokesperson for each group summarizes the discussion and presents the top three reasons to the class. (Have a scribe record the top three reasons from each group on a large sheet of newsprint.) The entire class ranks the reasons and comes to consensus on the top three. In a brief journal entry, students predict if these reasons will change as they get older.

[CCWR: 3.3/4.2/4.7]

### C. RESISTING PEER PRESSURE

Sooner or later most teens are faced with making an important decision about alcohol, tobacco, and other drugs. In order to be prepared to make the right decision, students need to practice how to handle a variety of real-life situations. Use a video or laser disc about teens making tough choices to focus attention on the situations the characters faced, factors considered in making a choice, and how the choice was made. (Sample titles for this exercise might include *Project Alert* videos available from the Best Foundation, 1-800-ALERT 10 or *Triggering Positive Health Choices* from Metropolitan Life Insurance Company.) Divide the class into small groups to write their own screenplay called “The Party.” The script must emphasize the effective use of resistance skills. Allow time for students to develop the script, practice, and then present their original screenplay to the class. After each skit, allow time for discussion about the use of skills. The class votes on the best script/performance. Videotape the winning group performing its screenplay.

**Variation:** Students use the video as a peer teaching tool or develop a parent/community education program on teenage substance use.

**Variation:** Each student writes a letter to an anonymous teenager, offering the teen advice on how to deal with pressures to use alcohol, tobacco, and other drugs.

[CCWR: 2.2/3.1/3.11/3.14/3.15/4.4/4.8]

### D. WHY WE DON'T USE

This activity allows students to explore the many reasons why people do not use alcohol, tobacco, and other drugs. Prior to class, create index cards, each listing a reason not to use ATODs. Distribute the cards, one per student. In small groups, each student reads his/her card aloud, states the reason not to use, and tells which drug fits the reason. As each group discusses the answers, a recorder enters the information on chart paper divided into four quadrants, with headings as shown below.

<b>Some Reasons Not To Use Alcohol</b>	<b>Some Reasons Not To Use Tobacco</b>
<b>Some Reasons Not To Use Marijuana</b>	<b>Some Reasons Not To Use Inhalants</b>

Each group presents the reasons listed on the group chart. Using a sheet of paper divided into two columns, each student outlines “My Reasons for Not Using Drugs” and “Why Each Reason is Important to Me.” Volunteers share their responses.

[CCWR: 3.10/4.7/4.8/4.11]

**E. CREATING PEER TEACHING TOOLS**

Discuss how middle school and high school students are role models for younger students. Divide the class into pairs to research one substance (e.g., marijuana, tobacco, alcohol) and develop a game, puzzle booklet, coloring book, or video for students in elementary grades. Assist students to adapt the information for the grade level assigned. Before actually visiting the younger students and sharing their knowledge, students plan and practice a presentation to an elementary class, using the materials they have developed.

[CCWR: 2.8/3.5/4.7/4.8]

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**Teacher Tip:** While the following activity focuses on the use of anabolic steroids and other performance-enhancing substances, the lesson provides an opportunity to invite a nutritionist, dietitian, sports psychologist, or fitness specialist to speak about natural ways to improve athletic performance and fitness. Coordinate this activity with the physical education instructor.

**F DANGER: PERFORMANCE ENHANCERS**

Students interview local athletes, coaches, or athletic trainers or write letters to professional athletes for information about the use of performance-enhancing drugs in sports. Students research how these substances work and the short and long-term effects of the drugs and prepare and present a written and visual representation based on the research. Students outline ways to enhance athletic performance that do not involve the use of anabolic steroids and performance-enhancing substances.

**Variation:** Students investigate the use of banned substances in high school athletics, professional sports, NCAA sports, and Olympic competition. What substances are banned? Why? What are the potential long-term effects? Do the rules differ in various sports?

[CCWR: 1.3/2.6/2.9/3.4/4.11]

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## SYMPTOMS AND EFFECTS OF DEPENDENCY

Indicator 2.3-9: *Describe the signs and progression of chemical use, abuse, and dependency throughout the life cycle.*

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### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** A thorough understanding of the progression of chemical dependency, in both teenagers and adults, is necessary in order to address the issues in these activities. Teachers need to be comfortable discussing codependency and related family issues and must be prepared to refer students who express discomfort with the subject matter or disclose family problems of a private nature.

#### A. GATEWAY DRUGS

Ask students to describe the purposes and uses of a gate. From there, define a **gateway drug** (a drug of first use, most commonly alcohol, tobacco products, or marijuana). Divide the class into small groups to debate a statement, such as: “Individuals who use tobacco products go on to use hard drugs.” Circulate during the discussions and clarify misconceptions. Reconvene the entire class and ask how many agree or disagree with the statement. Reformulate into new groups and pose a second statement such as: “Individuals who smoke marijuana will eventually try other drugs.” After group discussion, reconvene the entire group, and once again ask who agrees and disagrees with the statements. Clarify any misconceptions.

[CCWR: 3.10/4.7]

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**Teacher Tip:** The following activity discusses chemical dependency and provides an opportunity to define *abstinence* in a nonsexual context.

#### B. DEPENDENCY IS AN ILLNESS

Emphasize that chemical dependency is a treatable illness that can affect the entire family. Tell students that family members, who are often called **codependent**, can be helped just as the chemically dependent person can be helped. Ask students to bring to class a favorite food, such as a candy bar or cupcake. Students place the favorite item on their desk within reach; however, they cannot, under any circumstances, touch or eat the item. At the end of the day, collect the treats. Students share their feelings about the experience and respond to the following questions: “Did the treat cause you to become distracted from your work? Did you think about the treat when you left the room? Did you try to sneak a taste or smell of the item when you thought no one was watching?” Relate the feelings to those of a chemically dependent person and the potential impact of chemical dependency on the individual and his/her family.

**Variation:** Each student identifies a food frequently available to them whenever they want it, one they really enjoy eating almost every day (e.g., popcorn, ice cream, nachos). Each student completes

a contract not to eat that food for one week. Students report their progress and at the end of the week share what they experienced while trying to **abstain** from eating their favorite snack. Discuss the differences between “needs” and “wants” and relate each to dependency. Important points include the need for behavior change, a personal commitment to change, and the strength of the desire for the food or substance.

[CCWR: 3.1/3.2/4.1/4.3/4.8]

**Teacher Tip:** The following activity requires an understanding of the progression of chemical dependency.

### C. DEPENDENCY TIMELINE

Extend a string along the chalkboard to simulate a time line. Attach signs to the string illustrating the progression of chemical dependency (learning/experimentation, social use, harmful use, and dependency). Post each sign and discuss the significance of the action or behavior. Place the symptoms from the four categories of chemical use progression on cards and distribute randomly to students. Students line up in the correct sequence to represent the stages of dependency. Engage students in a discussion of where the behaviors are placed on the continuum and direct students to move to the correct place. Discuss the symptoms of each stage. After summarizing the activity, each student writes a brief journal entry describing what he/she learned.

[CCWR: 1.2/3.2]

### E. FAMILY BALANCE

In preparation for this activity, create a mobile (or use an existing one) and label the extensions of the mobile with the names of family members (e.g., mom, dad, son). Use the mobile to represent the family constellation. Family members have roles in the family system, and their roles— or behaviors—keep the family mobile in place. Brainstorm the **roles** and **responsibilities** of family members. Explain that the needs of the family are met through these roles and responsibilities, such as paying the rent, cooking, or doing homework. Then ask the class: “What might cause a family member to change their role? What will this do to the mobile?” The teacher may add a weight to one side of the mobile or shift the **balance** in some way to demonstrate the point. Then ask the class: “What can other family members do to restore the balance?” Again redistribute the mobile to make the point obvious to the students. Ask students: “Is it always possible to maintain the balance?” Add weights or redistribute the mobile. Finally, explain to the class that a family can remain out of balance. When this happens, family members functions may change. That’s why some families are called **dysfunctional** families, they cannot restore the healthy functions or roles and continue to be off-balance in spite of shifting responsibilities. Ask students where families might go for help, and list their suggestions on the chalkboard. Students develop a list of community resources for families that need help and publish the list in a school newsletter.

[CCWR: 3.2/3.4/4.7]

## SYMPTOMS AND EFFECTS OF DEPENDENCY

**Indicator 2.3-9:** *Describe the signs and progression of chemical use, abuse, and dependency throughout the life cycle.*

### SAMPLE LEARNING ACTIVITIES: 7-8

**Teacher Tip:** Coordinate the next activity with the world language teacher.

#### A. SHARING INFORMATION

Brainstorm groups that might benefit from a short pamphlet on a topic such as alcoholism or chemical dependency (e.g., parents, parents of teens, teens, elementary students) and list on the board. Divide the class into small groups. From the list, each group selects a target audience, develops a pamphlet using a variety of print and technological resources, and creates a distribution plan for the appropriate audience.

**Variation:** Students take an existing pamphlet or fact sheet and with appropriate assistance, translate it into Spanish or another world language spoken in the community. Students develop a list of community agencies and locations for distribution.

[CCWR: 2.8/3.4/4.2/4.6]

#### B. YOUR FUTURE, YOUR LIFE

In this activity, students discover how mistakes regarding the use of alcohol, tobacco, and other drugs can impact their ability to get a job. Divide the class into small groups, and supply each group with a number of college and employment applications. Students review the applications, looking for questions about drug arrests, convictions, or drug use. Students research how a drug conviction might affect employability in various occupations (e.g., law enforcement, the military, education, pharmacy, healthcare providers) and present the findings to the class for discussion.

[CCWR: 1.1/1.2/1.3/1.7/1.10/2.6]

#### C. USE, ABUSE, OR DEPENDENCY?

Divide the class into three groups. Create one set of cards for each group describing the four phases of the progression of chemical dependency. Give each group a set of cards and have volunteers arrange themselves in the correct order from early to end stage. To make changes in the order, students must challenge the placement and those who arranged the line-up must defend the placement. Reconvene the class and review the definitions of **use**, **abuse**, and **dependency**. Relate the definitions of use, abuse, and dependency to the progression chart and address any misconceptions. Provide small groups several situations, (see samples below) that involve substance use. Groups determine if the scenario constitutes use, abuse, or dependency. Students list questions to consider when making an appropriate decision and indicate where they might look to find answers to those questions.

**USE, ABUSE, OR DEPENDENCY?**

- A student goes to the nurse to take prescribed medication.
- Two students meet in the school lavatory; one student gives the other a Phenobarbital tablet or muscle relaxant brought from home.
- A person is injured at work. He/she is given a prescription for codeine. The person feels better after a few days, but renews the prescription and continues to use the medication.
- A person consumes a six-pack of beer every Saturday night.

**Variation:** Place the words *use*, *abuse*, and *dependency* on large cards and post at distant corners of the room (or give each student three different colored cards with use, abuse, or dependency written on each). Read a scenario and instruct students to move to the corner of the room that best describes the situation (or raise the appropriate card). A spokesperson from each group defends the group's position. Conclude the activity by listing some of the resources available to help individuals with substance abuse problems.

**Variation:** Considering the scenarios noted above, brainstorm the lifelong impact of such actions on the individual and his/her family. Students predict what might happen to the individual at various stages of the life cycle if the behavior continues (e.g., What might happen to the individual who drinks a six pack of beer every Saturday night? What will he/she be like at age 20, 30, or 40?)

[CCWR: 1.1/1.12/2.6/3.4/4.4/4.5]

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**Teacher Tip:** The following activity requires students to examine the impact of tobacco use. Be sure students consider smokeless tobacco, cigars, and cigarettes in their research.

**D. QUITTING TOBACCO**

Brainstorm the long-term effects of tobacco use. Create a continuum that describes the long-term effects of tobacco use on various body systems (e.g., lungs, heart, skin). Use anatomical models to demonstrate the effects of tobacco use. Direct a class discussion on what might happen if the person quits smoking at any point on the continuum. Ask: "Is there a point where damage is irreversible? What activity limitations might people have who are affected by lung cancer or emphysema? Are the perceived benefits of tobacco worth the risks?" Students research and write a report on the long-term effects of tobacco use. The paper should include a description of services available to those who want to quit tobacco use.

[CCWR: 3.2/3.5/3.8/4.10]

**E. SHARING PAIRS: TEENS USING ALCOHOL, TOBACCO AND OTHER DRUGS**

Divide the class into pairs. Each pair reads the same story about a teen that has suffered because of alcohol use. Pairs discuss the story, list three warning signs of the impending problem, and develop a concept or character web using the triggers listed in the box below.



CHARACTER'S NAME:	
One thing the person says or does	Words to describe the character
What the person could have done differently	Advice for the character

**Variation:** Students write and perform a one-act play about a teen that abuses substances. Videotape the presentations for comment and discussion.

[CCWR: 2.5/2.7/2.8]

### **F GIFTS FOR CHILDREN: LIVING IN A CHEMICALLY DEPENDENT FAMILY**

Review the problems of a teen living in a chemically dependent family. Use a story or video (e.g., *The Boy Wonder* from the *Working It Out At Madison Series* available from Community Intervention, 1-800-328-0417) to trigger the discussion. After the story or video, each student writes a brief paragraph describing three “gifts” they would bring to the teen in the story. Students provide a rationale for their choices. The gifts may be emotional, physical, psychological, or symbolic. Discuss the student selections.

[CCWR: 2.5/4.7]

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## **RESOURCES AND TREATMENT**

**Indicator 2.3-10:** *Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.*

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## **SAMPLE LEARNING ACTIVITIES: 5-6**

**Teacher Tip:** Students may disclose personal information during these lessons. Establish ground rules for class discussion, and emphasize them throughout the school year. Discuss the importance of maintaining confidentiality when dealing with personal problems. Be prepared to diffuse uncomfortable situations and refer students who might need help and support to the appropriate school counselor.

### **A. GETTING HELP: COMMUNITY RESOURCES**

Divide the class into small groups and give each group a local telephone directory. Using the directory, students list agencies that may be able to provide help to students and their families impacted by the use of alcohol, tobacco, and other drugs. Students contact the community agencies for more information and present the results of their investigation. Using the information compiled, stu-

dents organize a database of community agencies and resources and publish the information as a fact sheet, pamphlet, or as a feature article in a school or community newsletter.

[CCWR: 2.4/2.8/3.4]

## **B. GETTING HELP: SCHOOL RESOURCES**

Ask students the following question: “If you have a problem, where do you go for help?” The entire class compiles a list using a whip around, pass option activity. Invite a panel of helping professionals including the school counselor, substance awareness coordinator, social worker, DARE officer, psychologist, and school nurse. Panel members discuss their role as a member of the student assistance team. After the presentation, divide the class into small groups and assign each group a situation involving the use of alcohol, tobacco, and other drugs. Each group brainstorms where students can go for information and help about the problem and develops a role-play of their assigned situation. Discuss each group’s presentation. Students rate each presentation, focusing on how well the problem was resolved. Examples of situations for this activity might include the following:

- Someone’s brother is smoking marijuana.
- Someone’s baby-sitter drinks the parent’s beer.
- Someone’s father drinks and drives.
- Someone’s mother dies from an overdose of sleeping pills.

[CCWR: 1.3/3.4]

## **C. BEING A PEER HELPER**

Introduce this activity by asking: “How many times has someone asked you for advice?” Explain that sometimes the problem may be a simple one to solve or maybe the person just needs someone to be a good listener. Sometimes people may have really serious problems. In order to help someone, people need to be prepared. Organize the class into pairs and distribute a situation card to each pair (see examples below). Pairs discuss the situation and both team members practice a response to the problem. Keep students on target with questions such as: “What kinds of things can you do to help a person who has a simple problem? How do you know when a problem is more serious, requiring expert help? Where could you send that person for help?” After students have had sufficient time to practice each part, volunteers share their role-plays. Students complete the activity with a journal entry entitled “When a Friend Needs Help.”

### **SAMPLE SITUATIONS: PEER HELPERS**

- Someone discloses that his/her parents are getting a divorce.
- Someone discloses that his/her parent was arrested.
- Someone discloses that his/her brother is in the hospital after a drunk driving accident.
- Someone discloses that he/she tried smoking marijuana.
- Someone discloses that he/she has started drinking beer everyday after school.

[CCWR: 3.1/3.4/3.10/3.11/3.13]

**Teacher Tip:** Students may have little or no understanding of the costs of healthcare or the existence of medical insurance. Discuss the changing concept of healthcare in this country and how it may affect individuals seeking treatment for many health problems, including chemical dependency.

#### **D. TREATMENT**

Divide the class into small groups and have each group investigate the cost of healthcare for individuals seeking treatment for ATOD problems. Be sure students consider the loss of work hours, the cost of health benefits, and other factors for both the employee and the employer. With the assistance of the SAC or school nurse, invite representatives from employee assistance programs, community service agencies, hospitals, and intervention programs to act as resources for the student projects. Each group presents its findings to the class.

[CCWR: 1.1/1.3/1.12/3.4]

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**Teacher Tip:** Involve the substance awareness coordinator (SAC), school social worker, school psychologist, school nurse, or school counselor in the following discussion.

#### **E. CONFIDENTIALITY AND DRUG TESTING**

Brainstorm a definition of *confidential*. After you are confident students understand the concept, discuss how confidentiality laws protect individuals. Students write an essay entitled “Why Confidentiality Laws are Important.”

**Variation:** Introduce the issue of drug testing/screening procedures. Students debate whether employers should be permitted to require employee drug testing.

**Variation:** Students investigate confidentiality laws and regulations regarding adolescent healthcare. Are the laws the same in every state? Are the rules different for drug and alcohol services, pregnancy testing, HIV testing, or STD testing?

[CCWR: 1.1/1.2/4.3/5.8]

## RESOURCES AND TREATMENT

**Indicator 2.3-10:** *Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances.*

### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. GETTING HELP FOR AN ATOD PROBLEM

Brainstorm a list of resources available in the home, school, religious organizations, and community to assist individuals and families with problems related to substance abuse. Invite a panel of substance abuse specialists to discuss treatment and support services available in the community. Students generate a list of questions about the services for the panelists. Information presented by the panel should reinforce the school district's substance abuse policies and emphasize the need for confidentiality. After the presentation, students write thank-you letters to the speakers, identifying important concepts learned from the presentation.

**Variation:** After the presentation, students role-play calling a hotline or treatment center for information on substance abuse treatment and family support services.

[CCWR: 3.4/3.8]

#### B. DEAR SURGEON GENERAL

Students write a letter in response to a "Dear Surgeon General" letter (see sample below). Responses should include specific resources for help, a bibliography, and online resources.

#### SAMPLE LETTER

Dear Surgeon General:

My parents smoke about two packs of cigarettes a day. The house smells and I'm afraid it will burn to the ground from a lighted cigarette. Besides that, I don't want anyone to die from cancer or lung disease. I really want to help my parents. What should I do?

[CCWR: 2.5/2.6/3.4]

#### C. SOLVE THE PROBLEM: GETTING HELP

Brainstorm a list of community agencies and programs that provide health and social services for teenagers. Ask: "Why do teens use these services? Why do teens not use these services? What are the barriers that prevent teens from using these services?" Discuss what actions can be taken to help students overcome the barriers and make effective use of available services. Discuss state and federal laws regarding parental notification and confidentiality for substance abuse treatment. Divide the class into four groups to develop role-plays illustrating how others assist a character with a prob-

lem. Each group presents its role-play to the class for comment and discussion. Students complete the lesson by writing a response to the following statement: “I have a friend who drinks. I can...”

**Variation:** Using a variety of resources, students create an annotated brochure or directory of community health and social services for adolescents. With the assistance of staff from the community agencies, students design and print the product and develop a marketing plan for community distribution. Engage the school district’s public relations specialist or a volunteer from the community to assist in the development of the campaign.

[CCWR: 2.8/2.9/3.4/4.2/5.8]

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**Teacher Tip:** Peer helping is the use of nonprofessionals to provide learning and emotional support, personal growth, and guidance. Peers should not be used in place of licensed professionals or as mental health service providers. Student peer leaders must be educated to clearly recognize when the help of a professional is necessary.

#### **D. HELPING A FRIEND WITH A PROBLEM**

Pose these questions: “A friend comes to you for advice. How prepared do you feel to give your friend advice? What is the first thing you would say or do when your friend approaches you with a problem? Where did you learn how to handle these kinds of situations? Are there times when you might be afraid or concerned to offer advice? When would that be?” After this initial discussion, organize the class into pairs and assign each pair a situation. Students alternate playing both listener and responder. After allowing time for practice and reflection, volunteers demonstrate effective listening and communication skills while helping a friend. After each situation, ask if there are alternative ways to handle the situation. Examples of situations for this activity might include:

##### **SAMPLE SITUATIONS: HELPING A FRIEND**

- A friend discloses he/she has started smoking.
- A friend discloses he/she is hanging out with older kids who drink.
- A friend discloses that he/ she has had sex.
- A friend discloses that he/she has begun taking pills to stay awake in class.
- A friend discloses that he/she is being pressured by an older teen to drink and have sex.
- A friend discloses that he/she is very depressed.

[CCWR: 4.4/4.5]

## LEGAL ISSUES

**Indicator 2.3-11:** *Discuss laws pertaining to the use, sale, and possession of alcohol, tobacco, and other drugs.*

### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** The following activities offer opportunities for the DARE officer or juvenile officer to assist in classroom activities and to serve as a community resource for students, parents, and staff.

#### A. BUZZ GROUPS: ATOD ISSUES

Organize several small “buzz” groups and assign each group an ATOD issue, such as how to rid the neighborhood of drugs or how to stop the sale of tobacco products to kids. In each group, students discuss potential solutions and write the ideas on chart paper. Groups present their ideas to the class. Collect additional solutions and proposals from the class, and vote on the three best proposals. Using the ideas generated, students write a letter to a government official expressing concern about one of the three issues and suggest possible strategies to deal with the issue.

[CCWR : 2.8/3.11/5.8]

**Teacher Tip:** When conducting the next two activities, be prepared to respond if some students indicate that the consequences may be “positive” ones (e.g., being cool, popular, being accepted into a group or gang). Students may also take the position that their friends won’t care what they do. Use this as an opportunity to discuss the real meaning of friendship and the effects of peer pressure on decisions.

#### B. THINKING ABOUT CONSEQUENCES

Students list laws and rules specific to children and teenagers (e.g., wearing bike helmets, curfews, no alcohol) and then brainstorm the **consequences** of breaking the rules or laws. Focus the discussion on those rules, laws, and consequences related to the use of alcohol, tobacco, and other drugs. Provide a chart, similar to the one below. Students write the infraction and the consequences under the school, family, and friends headings. Involve students in a discussion of the consequences noted on their charts.

INFRACTION	CONSEQUENCES		
	School	Family	Friends
I went to a party and drank beer.	I failed a test the next day.	My parents won’t let me go out with my friends.	My friends had a great time without me.

[CCWR: 3.1/3.2/3.13]

**C. BREAKING THE RULES: PAYING THE PRICE**

Divide the class into small groups to compare and contrast the consequences of similar offenses occurring in school and outside school. After groups have compared both types of offenses, reconvene the class and discuss the similarities and differences.

<b>SCHOOL INFRACTIONS</b>	<b>INFRACTIONS OUTSIDE SCHOOL</b>
<ul style="list-style-type: none"> <li>■ Smoking on school property</li> <li>■ Under the influence at a school dance</li> <li>■ Using cigarettes in a science project</li> <li>■ Carrying an illegal substance in your book bag</li> <li>■ Selling drugs at school or on the bus</li> </ul>	<ul style="list-style-type: none"> <li>■ Drinking at a friend's house</li> <li>■ Drinking when your friend's parent gives you a beer</li> <li>■ Riding in a car with empty beer bottles</li> <li>■ Riding in a car with a stash of marijuana under the seat</li> <li>■ Riding a bike under the influence of alcohol and hitting a parked car</li> </ul>

[CCWR: 3.9/3.12/5.8]

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## LEGAL ISSUES

**Indicator 2.3-11: *Discuss laws pertaining to the use, sale, and possession of alcohol, tobacco, and other drugs.***

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## SAMPLE LEARNING ACTIVITIES: 7-8

**A. RULES AND LAWS**

Ask the students: “Why it is necessary to have specific rules and laws to deal with individuals using drugs?” Define and discuss school rules and local, state, and federal statutes as well as the penalties imposed for violations. Students create a sample school district substance abuse policy and share it with school administrators. Invite the principal or chief school administrator to discuss the sample policy and compare it to existing school rules and policies.

**Variation:** Plan and execute a debate regarding one or more of the following: school district substance abuse policies; drug screening of student athletes; random drug testing of students; state, local, and school smoking laws.

**Variation:** Students prepare an orientation session for incoming students and include information on school rules and substance abuse policies.

[CCWR: 3.1/3.8/3.15/5.8]

**B. MOCK TRIAL**

Hold a mock trial based on an ATOD incident involving a teen. Students write the script and perform the trial for younger students, who serve as jury and rule on the outcome of the case.

**Variation:** Invite an attorney to speak on ATOD laws or real-life case studies of adolescents with ATOD problems. Ask the speaker to discuss how juvenile arrests impact career options, voting privileges, and driving privileges.

[CCWR: 1.1/1.3/3.1/3.8/3.12/3.14/5.8]

**C. BE SAFE, NOT SORRY: SAY NO!**

Students may find themselves in situations that pose a threat to their safety. Other situations may ultimately get them into trouble with authority figures (e.g., parents, school officials, police). Divide the class into small groups. Each group develops a role-play that addresses one of the following situations:

- You're at a party where the parents serve alcoholic drinks to the teenagers.
- You need a ride home from a party. The only person who offers you a ride is drunk.
- You get a ride home with one of your brother's friends. You notice several empty liquor bottles on the floor of the car.
- At a party, you accidentally knock over a vase and find a stash of marijuana.

Students rate each role-play for the effective use of decision-making, refusal, or negotiation skills or the appropriate use of assertiveness. (Students use a teacher-designed rating chart for this part of the activity.) Each student writes a short story about a potentially threatening situation focusing on the character's use of skills to safely diffuse or resolve the situation.

**Variation:** Videotape the role-plays and have each group critique its own skill performance. Groups rewrite the role-plays to more effectively demonstrate the skills, then tape the revised version. Students critique the second version using the same criteria and compare the two versions.

[CCWR: 2.2/3.14/4.2/4.4/5.8]

**D. SUBSTANCE ABUSE AND CRIME**

Students gather and analyze statistical data on DUI arrests, car crashes related to substance use, and juvenile arrests. Students compare the data over a 5 to 10 year period and draw conclusions. Next, have students compare data from other towns, counties, or states. Students respond, in writing, to the following question: "What can be done to decrease the number of these incidents?" Students share information and responses.

[CCWR: 2.5/2.6/3.12]



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## ACTIONS AND EFFECTS

**Indicator 2.3-12:** *Discuss chemical substances according to their uses, actions, and effects on the body.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** As students advance, involve them in independent research, community service, or service learning opportunities. These experiences will enable students to learn and apply knowledge of these important issues. There are numerous opportunities to integrate ATOD information and skills across health content areas. Teachers can incorporate instruction about ATODs into family life topics, health promotion and disease issues, nutrition, and driver's education. Issues related to ATOD use can also be addressed in social studies or science.

#### A. RESEARCH ABOUT DRUGS

Divide the class into small groups to compare the legal and medical uses of drugs (e.g., the use of narcotics/opiates for pain management) with the use of the same substances for mood-altering effects (e.g., the use of heroin or cocaine). Each group summarizes their research via a chart, poster, or other visual that is shared with the rest of the class.

**Variation:** Students research the role of the Food and Drug Administration (FDA) in the development and regulation of medicines and drugs. Additional topics for research might include the Controlled Substances Act, generic vs. brand-name medicines, or the various classifications of substances (e.g., psychotropics, narcotics, stimulants).

[CCWR: 2.5/2.6/2.9]

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**Teacher Tip:** Know the current drugs of choice and trends in drug use in your community. Be familiar with street slang. Contact your local health department or law enforcement program to find out about drug use in your community.

#### B. TRENDS IN THE USE OF ATODS

Students trace the historical trends of substance use (e.g., the use of patent medicines, the drug culture of the sixties). Then divide the class into two groups. The first group researches and presents emerging trends and theories about substance abuse. The second group focuses on advances in the pharmaceutical industry, including the ways drugs are developed, tested, and marketed. Groups predict trends and issues and develop a multimedia presentation on their topic.

[CCWR: 2.2/2.6/3.3/3.4/3.12/5.8]

**Variation:** Invite a representative from a pharmaceutical company to address the class about product development, testing, clinical trials, and the marketing of new pharmaceuticals.

**Teacher Tip:** Passive smoking and second-hand smoke both refer to the inhalation of smoke by individuals not actually smoking. Emphasize that passive smoking can aggravate existing health conditions (e.g., asthma).

### C. SMOKING BOTHERS ME

Ask the class: “How do you feel if you are in a room with someone who smokes? What happens to your body when you inhale second-hand smoke? How do you handle the situation? What do you say or do? How does smoking impact the environment?” In small groups, students discuss the effects of cigarette or cigar smoke on the smoker and those around him/her and develop strategies to deal with exposure to second-hand smoke.

**Variation:** Students examine laws that regulate smoking and debate whether smoking should be permitted in public areas, such as government buildings, schools, malls, and restaurants.

[CCWR: 3.10]

### D. TOBACCO USE: WHAT HAPPENS

Using anatomical models or computer images, students discuss the short and long-term effects of tobacco use on the body. (Be sure to include information on smokeless tobacco as well as cigars and cigarettes.) Based on the effects noted during the anatomical model display, students predict the effects of second hand smoke on infants and children.

**Variation:** Focus on the impact of other substances, such as cocaine or alcohol.

**Variation:** Invite a guest speaker (e.g., a pathologist, mortician) to discuss the effects of the use of alcohol, tobacco, and other drugs on the body. The speaker should focus the presentation on the current drug of choice.

[CCWR: 1.3/3.2]

### E. IT'S A MATTER OF SAFETY: DRIVING UNDER THE INFLUENCE

In small groups, students track the potential consequences of a bus driver, airline pilot, or train engineer who operates a vehicle while under the influence. In these same groups, students assess the effects of alcohol, tobacco, and other drugs on their own ability to operate a car or motorcycle. Each group addresses ways to deal with situations involving impaired drivers and presents the strategies to the class.

[CCWR: 1.1/1.2/4.8/5.1/5.8]

### F. LEARNING THE BASICS

One of the best ways to review basic information is to share that information with another person. To do this, students develop a video, poster, button, T-shirt, or flyer for elementary students outlining the effects of alcohol, tobacco, and other drugs on the body. Students use the materials to teach younger students about the physical effects of drugs.

**Variation:** Students create a database on ATODs, including the use of the substances and their effects. Using this database, students create fact sheets and pamphlets for different audiences (e.g., younger students, parents, athletes).

**Variation:** Translate the fact sheet, or an existing brochure, into another language for distribution in the community.

[CCWR: 2.4/3.15/4.2/4.6]

**Teacher Tip:** Review the anatomy and physiology of the central nervous system prior to the next activity.

### G. NATURAL HIGH

Students research the effects of alcohol, tobacco, and other drugs on the various functions of the central nervous system. Be sure students investigate naturally occurring substances, such as endorphins. Students create a video entitled “100 Ways to Feel Great Without Using Alcohol, Tobacco, and Other Drugs” and develop posters, banners, or bumper stickers to support the theme.

**Variation:** In small groups, students simulate the movement of neurotransmitters across the synapse. Each student portrays a different aspect of the process. Students develop diagrams, models, or computer graphics to illustrate the workings of the human brain and the effects of various substances on human behavior.

**Variation:** Students investigate the effects of exercise on the human brain and emotions.

[CCWR: 2.5/2.6/3.2]

### H. WHAT HAPPENED?

Divide the class into groups of four students. Each group discusses normal brain function and the effects of alcohol on the brain. Groups discuss ways to resist or prevent problems related to alcohol consumption. Provide each group with a scenario, similar to the ones below. Each group analyzes a scenario and answers the following questions during the course of the discussion:

- What is the problem?
- What factors will influence alcohol's effects on this person?
- What behaviors can be expected?
- How could the situation be prevented?
- What help may be needed? Where should the person go for help?

#### SAMPLE SCENARIOS: ALCOHOL

- Michael is a 32 year-old male attorney, 5 feet 9 inches tall and weighing 165 pounds. At lunch he consumed three glasses of beer with his sandwich. Now he wants to stop at the store to pick up some gum so his breath will be fresh for his afternoon court appearance.
- This is Tom's first semester in college and he seldom drinks. Tonight he is pledging a fraternity and has to compete in a “chug” contest. The other pledge wins the contest because Tom passes out. Tom is not feeling well and his new fraternity brothers put him to bed to sleep it off.
- Maggie has been drinking beer on the beach with her friends. The sun feels very hot now and when she tries to stand, she loses her balance a bit. She starts towards the water to cool off.
- Ellen is a 22-year-old married female who just found out she is pregnant. Her husband, Roger, is away a lot on business, and she spends many lonely nights reading and sipping wine. For the second night in a row, she realizes she has consumed an entire bottle of wine in less than two hours.

[CCWR: 3.1/3.11/3.12/3.13/4.2/5.1]

## MEDIA AND CHOICES

**Indicator 2.3-13:** *Discuss the influence of the media on the choice, use, and misuse of medicines.*

### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** Media messages are powerful. Students need to understand the psychology of effective advertising in order to evaluate and effectively resist impulse buying and experimentation. To increase the effectiveness of the following activities, collaborate with the psychology teacher or school psychologist. Invite the school district public relations specialist, a journalist, or advertising professional to assist with these activities.

#### A. MEDIA BLITZ

Ask: “What impact does advertising have on the products we use?” After a brief discussion, students create a media campaign for a new medicine or wonder drug. Divide the class into small groups, select a team leader for each group, and assign tasks. Students create billboards, bumper stickers, print ads, or a video. Compare the campaign with real products, and discuss the approaches used and the messages presented.

**Variation:** Students select advertisements from a variety of media, investigate the costs of such an ad campaign, and analyze the ads considering the following questions:

- What are the verbal and nonverbal messages?
- What is the larger societal message?
- Why do people respond the way the sponsor wants them to?
- How can people learn to ignore such media messages?
- What are the effects of celebrity endorsements?

**Variation:** In small groups, students review at least 10 ads for over-the-counter medications (e.g., aspirin, cough syrup). Students compare and contrast the ads for audience targeted, type of appeal, and effectiveness of message. Each group selects one ad as being most effective, prepares a justification for the ad’s selection, and in turn, shares their ad with the class. The class votes on the most effective ad.

**Variation:** Supply the class with magazines and newspapers from other countries. (You can purchase these at almost any large bookstore.) In small groups, students examine medication, alcohol, and tobacco ads in the foreign media. (Video ads are particularly amusing — watch local TV programming for advertising awards shows and funniest video productions that feature foreign ads.) Students guess what products are being sold. Ask: “Are the messages in these ads the same as advertising messages featured in the United States? What kinds of appeals are used in the ads? Would U.S. consumers buy the products based on the ad?” Compare the ads to similar U.S. advertisements. Invite individuals from other countries to interpret the ads and discuss product merchandising in their countries.

[CCWR: 1.3/2.5/2.9/4.6/4.7]

**B. MEDIA, USA**

In a one-minute brainstorm, students name as many specific health products as they can and record the names or kinds of products on a sheet of paper. Students review their list and note where they first heard about each product (e.g., TV, radio, magazine, newspaper, parent, friend, store ad, coupon, free sample, Internet). Students share their lists and tabulate the five most frequently cited influences. (TV and radio should be in the top five.)

**Variation:** Students listen to radio ads or watch TV ads for various over-the-counter medications (e.g., pain relievers, antacids, sleeping pills) and analyze the many causes of pain, stress, or discomfort presented in the ads (e.g., being late, noise, crying babies). Students develop a list of ways to cope with minor ailments without resorting to medications.

**Variation:** Students create an ad or public service announcement describing “Ways to Cope Without a Pill”.

**Variation:** Over a specified period of time, students survey the number of incidents of alcohol, tobacco and/or other drug use on television shows. Be sure to view a variety of shows aimed at different audiences. Relate this information to the TV rating guide for parents. From these activities, students write a one-page essay on the influence of the media on the use of medicines and drugs in America. [CCWR: 3.8/3.12/4.8]

**C. ADS: JUST WHAT ARE THEY SAYING?**

Describe several frequently run TV ads. Do not disclose the actual product being advertised. Ask students if they remember the name of the product being advertised. “What messages did the commercial convey? How effective was the ad?” In pairs, students develop strategies to resist pressures to use the advertised products and rewrite one of the commercials. One partner acts as the “pitchman” and the other partner uses effective refusal, negotiation, and assertiveness skills to resist the temptation to purchase the product. Pairs share the new script with the class.

[CCWR: 1.12/3.9/3.10/3.12/3.15/4.2/4.8]

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## ALTERNATIVE ACTIONS

**Indicator 2.3-14:** *Discuss alternative actions for relief or treatment of common health problems.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** Do not advocate one form of treatment for medical conditions. The purpose of this section is to explore the various options available to students and their families, not to support or condemn specific treatment modalities.

#### A. NATURAL WAYS

Share articles about natural remedies from magazines and journals or explore related Web sites. Explain that in some cultures, natural remedies are used to treat a variety of illnesses. In groups, students compare and contrast traditional, medical, and natural treatments for common health problems (e.g., colds, headaches, poison ivy). Students explore cultural or familial traditions for care along with trends in nutrition, natural remedies, mind-body connections, and other methodologies and present their findings to the class.

**Variation:** Students research changing attitudes and ideas about alternative health treatments. Students consider the following: “What role do these play in the cultural traditions of a family? How may they be in conflict with traditional American medical practice? Are some treatments illegal?” (Students might consider issues such as the legalization of marijuana for medical use.) Discuss and debate issues related to controversial medical treatments or experimental treatments. Ask: “Should individuals have more choice in the kinds of medical treatment they receive?”

**Variation:** Ask: “Are nontraditional treatments covered under health insurance? How can healthcare providers become sensitive to family and cultural health practices and traditions?” Present a panel discussion of healthcare providers representing various opinions on traditional vs. “new age” medicine. In advance of the panel, students investigate the issues through interviews and research. [CCWR: 1.3/1.11/3.5/4.6]

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**Teacher Tip:** At least six factors influence one’s level of wellness: behavior, self-esteem, situations, relationships, decisions made, and the resistance skills used. Reinforce these factors in all learning activities.

#### B. WELLNESS REVISITED

Ask the class to define **wellness**. “What does it mean? Does wellness change as one ages?” Each student develops a lifelong plan for wellness, focusing on preventive care now (e.g., nutrition, exercise, stress management) and outlining strategies to deal with existing health problems (e.g., asthma, allergies). Students should consider family history and culture in the development of the plan. Enlist other school staff, including the physical education teacher, athletic trainer, counselor, school nurse, and food services staff to assist in this activity. Volunteers share elements of their plan.

**Variation:** Students list 10 things that cause them stress. Using the lists as a starting point, discuss the many causes of stress. Divide the class into small groups to learn a relaxation technique, such as Tai Chi, yoga, meditation, or visualization. After practice sessions, each group presents its technique. Conclude the lesson with a discussion of other strategies to help deal with stress or discomfort.

**Variation:** Students research the effects of exercise on the mind. Ask: “How can exercise help an individual feel better—not just physically, but emotionally? What are the social benefits of exercise? How can exercise be used to reduce stress or eliminate or lessen minor health complaints?”

[CCWR: 3.5/4.1/4.6]

### C. REACHING FOR WELLNESS

Explain that individuals who engage in activities that promote positive self-esteem are more likely to experience high-level wellness. Often times stress causes one to feel unwell, to experience aches and pains or vague sensations of uneasiness. In spite of all this, some people are described as being **stress resistant**—they seem to handle stress better and bounce back easily. These people are **resilient** because they seem to be better able to handle misfortune, pressure, or adversity. To investigate this further, show the class an artichoke and explain that it represents a resilient teen. Demonstrate the many layers of the artichoke—protective layers that strengthen the vegetable. Relate the layers to **protective factors** (sometimes referred to as **assets**), characteristics of individuals and their environment that make a positive contribution to development and behavior. As you discuss each of the 11 protective factors that promote resiliency (see box below), peel a leaf from the artichoke and give it to a student. Explain that each layer promotes wellness, helps the person handle stress, and discourages drug use. As you reach the last leaf, note how exposed the artichoke now is. Ask: “What would this mean if the artichoke were a person?” As a culminating activity, students write a chemical formula or recipe for resiliency.

[CCWR: 1.2/3.7]

#### PROTECTIVE FACTORS

- Being reared in a loving, functional family
- Having positive self-esteem
- Having close friends who do not use drugs
- Feeling a sense of accomplishment in school
- Having a plan to cope with life's stressors
- Having a healthful attitude about competitive and athletic performance
- Being involved in school activities
- Regularly practicing one's faith
- Having adult role models
- Being committed to following community rules
- Having clearly defined goals and a plan to reach them



## RAMIFICATIONS OF USE, ABUSE, AND DEPENDENCY

**Indicator 2.3-15:** *Analyze the short and long-term effects of chemical use, abuse, and dependency on the body, behavior, work and school performance, and personal relationships*

### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** When asking students to contribute real-life scenarios for classroom use, be sure to emphasize the “no names” rule and focus on the importance of sensitivity and confidentiality. Certain students may need counseling and support to address very personal issues that have affected them in the past and continue to affect their daily lives. Be aware of school and community resources and utilize them for assistance.

#### A. SOAP OPERA: LIVING IN A CHEMICALLY DEPENDENT FAMILY

Using a “soap opera” format, students develop a story or play about living in a chemically dependent family. Outline the characteristics of family members, and assign groups to develop each character. The story or script should address ways to cope in a chemically dependent family and should include resources for help and information. Students present their creation, which may be videotaped and presented to middle school students.

**Variation:** Students create music, poetry, or artwork that expresses the feelings of one of the characters in the story or play.

[CCWR: 2.9/3.4/4.7]

#### B. SIGNS AND SYMPTOMS OF ATOD ABUSE

Ask students: “When do teenagers experience pressures to use alcohol, tobacco, and other drugs? At what age does this begin? What kinds of social settings seem to contribute to the pressure?” Divide the class into groups of four to list the signs of possible substance use and abuse and consider what signs would indicate a friend or loved one had a problem with alcohol or other drugs. Rotate two of the group members to another group so new groups of four are created. Each new group develops a list of ways to help a chemically dependent person. Share and then rotate group members once again to create new groups of four. The new groups develop a bulletin board, display case presentation, or article for the student newspaper about teen chemical dependency and ways to help.

**Variation:** Invite a member of a self-help/support group (e.g., AA, ALA-Teen, Al-Anon) to analyze and comment on the strategies developed by the class and discuss other issues regarding chemical dependency.

[CCWR: 4.5/4.8]

#### C. BACK TO THE FUTURE: ATODS AND THE ROAD AHEAD

Each student develops a time line for his/her future and then writes how those plans might be impacted by one of the situations listed below. Using a pass-option activity, volunteers share their future plans and comments. Students may share their ideas in small groups or in a sharing pair.



**SAMPLE SITUATIONS: INTO THE FUTURE**

- Being arrested for marijuana possession
- Convicted of driving under the influence
- Having sexual intercourse while under the influence
- Cutting classes to go drinking with friends
- Sharing needles and contracting HIV
- Getting a tattoo and contracting hepatitis
- Being sexually assaulted while drinking heavily
- Hiding a friend's stash of drugs

**Variation:** Using the situations listed above, students write a story, poem, or song that depicts the life of the individual. Students share and discuss their original work.

[CCWR: 3.1/3.10/4.1]

**D. AT-RISK**

In 60 seconds, students list risk behaviors that might occur when under the influence of alcohol or other drugs. After a brief discussion of the behaviors, divide the class into groups of three to discuss the impact of alcohol and other drug use on sexual decision making. Students design a scenario where the individuals are participating in some form of risky sexual behavior while under the influence of alcohol or other drugs (e.g., having sex without protection, drinking with a new acquaintance, drinking and participating in an initiation for a club or gang). Each group presents the problem and outlines ways to avoid the problem or reduce one's risk.

**Variation:** Students analyze the connection between substance abuse and violent or criminal behavior. Students collect statistics on incarcerated individuals to determine the connection. In a brief essay, students outline ways society can assist individuals to stay drug-free once they are released from correctional facilities.

[CCWR: 3.1/3.5/3.12/4.8]

**E. IN SEARCH OF THE PERFECT BODY**

Using pictures from magazines or videos, introduce the media's representation of the perfect body image. Compare the images of males vs. females, and discuss the messages conveyed in the ads. Discuss how the media influences teenagers' decisions to smoke, take diet pills or laxatives, or use steroids to alter one's body image.

**Variation:** Students create posters focusing on the negative effects of anabolic steroids and other performance-enhancing drugs. The posters outline the problems associated with steroid use and list resources for information and help.

**Variation:** Invite a fitness expert or bodybuilder to discuss ways to get in shape without using dangerous drugs or dieting. Students outline 10 positive and healthy ways to keep in shape.

[CCWR: 3.4/3.9/3.10]

**Teacher Tip:** The following activity requires assistance from local law enforcement specialists and municipal court. Since the activity lends itself to a multidisciplinary approach, be sure to involve professional staff from as many content and support areas of the school as possible.

### F. DRIVING UNDER THE INFLUENCE

Plan a multidisciplinary project that focuses on a simulated drunk driving incident. Begin by showing a “staged” prom night motor vehicle crash. Give each student a folder with pertinent but incomplete information about the incident. Students act as inspectors hired to investigate the crash and make recommendations to the court. Over the next week, student teams review the evidence, conduct interviews with witnesses and police, test blood samples, participate in simulated sobriety tests, and examine the crash site for evidence (e.g., impact, skid marks, damage to vehicles). Some students calculate the speed of the vehicles at the time of impact. Team meetings are held daily to update the inspectors. After all the information is reviewed, teams hold a mock press conference to report their findings. The project culminates in a mock trial where student lawyers plead the case using the evidence discovered by the teams.

**Variation:** Stage a mock motor vehicle crash on school property. Invite emergency service providers and police to participate in the staging and present information to the students. Involve the local chapters of MADD and SADD. Display safety materials from the Division of Motor Vehicles, AAA, and insurance companies.

**Variation:** Students use the driving simulator on alcohol-simulator vehicle (provided by a local auto dealer) or “virtual driving” glasses to experience the impact of alcohol on driving. After the experience, students list ways their judgment might be impaired and the possible consequences of driving under the influence. Students research the impact an arrest might have on a driver’s license and car insurance in New Jersey.

[CCWR: 3.2/3.5/4.1]

### G. THEORIES OF DEPENDENCY

Students research and compare theories on the nature of addiction and dependency and write a paper describing those theories. Students may choose to focus on issues such as women and addiction, hereditary factors that may influence dependency, cultural factors that may contribute to dependency, or ethnic stereotyping and dependency.

**Variation:** Students debate the various theories, using evidence from their research.

[CCWR: 2.6/4.6/4.7]

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**Teacher Tip:** For the next activity use local companies that employ students (e.g., in cooperative employment experiences, internships, mentorship programs).

### H. ON THE JOB

Students interview individuals employed in various occupations to determine how alcohol, tobacco, and other drugs might interfere with job performance. Find out if the individuals are aware of employee assistance programs or benefits from their health insurance companies that support treatment for chemical dependency.

**Variation:** Invite former students to discuss issues and problems associated with substance use in college, on the job, or in the military.

**Variation:** Divide the class into small groups. Each group selects a different type of business (e.g., construction, computers, healthcare) and develops substance abuse policies for the company. Groups share their ideas and discuss them with a human resources director from a local company.

[CCWR: 1.2/1.3/1.11/5.1]

**Teacher Tip:** The literature often uses the terms “troubled” family and “dysfunctional” family. Do not classify families as normal and abnormal. Regardless of their problems, family members can be taught ways to cope with family problems and resolve family issues. The following activity may trigger uncomfortable feelings in some students. Be sensitive to student reactions. Select volunteers the day before the activity and prepare them for their roles.

### I. FAMILY DANCE STEPS

Pose the following questions: “How many of you consider yourselves a good dancer? What does it take to be a good dancer? Is it easy to dance with a partner? How does it feel to dance with a new partner?” Allow students to relate some amusing experiences and talk about such issues as rhythm and balance, knowing how to move to the music, and not stepping on someone’s toes. Explain that individuals in a loving, *functional* family have learned “dance steps” that help them work together. Using four volunteers to represent individuals raised in a functional family, arrange dance partners. Play a slow song and ask the partners to assume the traditional style of dancing (hand on partner’s shoulder and at waist). As the couples dance, describe how they learn to balance, move together, and cooperate. Now explain that persons who live in a *dysfunctional* family learn a different “dance” called *codependency*. Those individuals may lack confidence in their abilities, be depressed, or exhibit controlling behaviors. It may be difficult for them to learn balance, rhythm, and how to not step on someone’s toes. Solicit the help of four more volunteer dancers. These partners dance back to back or with one leg tied to their partner’s leg (like a three-legged race). This should be very awkward for the dancers. Ask the dancers to describe how it feels to dance in this manner. Next, with all eight dancers on the floor, play the music again and have them dance a few steps, then stop the music and ask them to switch partners. Ask the “audience” to carefully observe the difficulties experienced by the dancers, especially when they change partners. Ask students: “What choices did the dancers have when told to switch partners? (Answer: To dance with another dysfunctional dancer or learn a new dance step.) “What might this say about future relationships for individuals raised in a dysfunctional family?” Excuse the dancers and conclude by saying that self-help and support programs for codependents can help families learn a new dance step, a more healthful way to interact with others. Discuss ways families can cope and solve problems.

**Variation:** Students investigate community self-help, support, and treatment programs for families impacted by chemical dependency and develop a resource list for school and community use.

[CCWR: 3.4/3.7/3.9/4.2/4.7]

## INTERVENTION, TREATMENT, AND RESOURCES

**Indicator 2.3-16:** *Describe intervention and treatment strategies for chemically dependent individuals, and locate community resources for information, support, and treatment.*

### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** Current research validates the impact of peer influence as a major force in behavioral change among adolescents. Regular classroom instruction does not prepare students for roles as peer helpers. Many students will become more comfortable in a “helping” role as their knowledge of chemical dependency increases. While these activities will improve their ability to enact helping behaviors, some students may find the activities more personalized and feel uncomfortable discussing these issues. For those students, be aware of school and community resources that offer support. For students with an affinity to listen and be sensitive to the needs of others, offer opportunities to participate in peer support networks in the school and community.

#### A. COPING WITH PROBLEMS CAUSED BY ATODS

Ask students: “What do people do when they need help? How do you know when a friend or family member needs help? What are some signs that a person might have a problem with drugs or alcohol?” Note that students may notice a problem with their friends long before the adults do. Read aloud a story about young people living in a chemically dependent home. (A good story can be found in *Choosing Not to Use*, Education Development Center, 1-800-225-4276.) After reading the story, organize the class into pairs to discuss the problems faced by the character(s). Students list several ways to reach out and help the character(s) in the story and share their ideas with the class.

**Variation:** Students write an interpretation of the following statement: “The help I need most urgently is help admitting that I need help.” Discuss the interpretations. Students list in their journal five individuals they consider their **support system** (people they trust in times of need).

**Variation:** Students draw a support tree, an illustration of a tree and root system, that represents those individuals or places available for help and support. Students share their tree with a classmate. [CCWR: 3.10/4.3/4.8]

#### B. HELPING OTHERS

Students develop a list of community agencies and organizations that assist individuals with substance abuse problems. In small groups, students role-play supportive interactions with peers, encouraging them to access on-site and community support services.

**Variation:** Develop a public service announcement or information program for the school or community TV or radio station. Involve representatives from community agencies that provide information and treatment for chemical dependency. Students post contact numbers for the agencies in every classroom.

**Variation:** Prepare a school and community campaign for drug awareness. Students plan and implement the activity and involve local officials and celebrities, elementary students, and parents.  
[CCWR: 2.8/3.4]

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**Teacher Tip:** Begin by discussing generic treatment options for individuals with alcohol, tobacco, and other drug problems. As students mature, student research should focus on treatment facilities and issues related to special populations (e.g., women, adolescents, HIV infected individuals).

### **C. GETTING TREATMENT**

Small groups research substance abuse treatment facilities. Be sure students investigate a variety of treatment programs including those for women, women with children, individuals with HIV or tuberculosis and specialized programs for adolescents. Students examine federal and state laws regarding treatment services for minors and compare with other surrounding states. Each group compiles the information and develops a presentation on their research.

[CCWR: 3.4/4.6/5.8]

### **D. TAKING ACTION: PLANNING DRUG-FREE ACTIVITIES**

Students plan and convene a community task force to study the use of alcohol, tobacco, and other drugs by teens. The goal of the task force is to develop a plan to increase community awareness and plan drug-free activities. Students collect and present data on adolescent substance use, the perceived needs of the student population, and propose actions. The group examines ways to disseminate information to students who might need services by using social and school activities, medical facilities, and media.

[CCWR: 2.6/3.4/4.1]

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## LEGAL ISSUES

**Indicator 2.3-17:** *Interpret laws pertaining to the use, sale, and possession of chemical substances, with an emphasis on laws relating to driving under the influence.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** Students need to be aware of policies regarding the possession and administration of medication during school hours. Adolescents also need to understand the dangers of misusing legally prescribed medications. Be sure to discuss the possession of prescription drugs as well as the possession of illicit drugs such as heroin or cocaine. Students need to understand that even over-the-counter medications can compromise one's ability to perform tasks such as driving.

#### A. LEGAL ISSUES

Students research state and federal statutes related to the use and possession of substances. Be sure students examine the differences based on age of the offender, quantity of substance, location of the infraction, and the involvement of weapons. In small groups, students review legal case studies and predict the penalties for the infractions. Reconvene the entire class and have each group present its case study and their "legal" opinion.

**Variation:** Students investigate how other states or countries deal with the issue of drinking and driving by examining laws, penalties, and the reported incidence of accidents related to driving under the influence. Students share their findings.

**Variation:** Students compare public policy and laws from various states regarding substance abuse.

**Variation:** Students debate whether drugs should be legalized, with limited or unlimited access.

**Variation:** Students role-play a simulated motor vehicle stop for suspicion of driving under the influence. Involve the DARE officer or other law enforcement official in the simulation and discussion. [CCWR: 2.6/3.12/5.8]

#### B. ON TRIAL

Provide students with a hypothetical incident (e.g., a student arrested for driving under the influence) and hold a mock trial. Consult with an attorney and police officer to offer realistic evidence and legal decisions.

**Variation:** Arrange for students to visit a courtroom and discuss with the judge and attorneys issues relevant to the sale and possession of alcohol, tobacco, and other drugs and the penalties for each.

**Variation:** Students conduct a newspaper survey for articles related to motor vehicle crashes and determine the percentage connected to driving under the influence. Students graph the results by age and gender and compare the data with state and national statistics.

[CCWR: 1.3/2.6/3.12/5.8]

**C. SCHOOL RULES**

Invite the building principal to present a theoretical case study of the district's substance abuse policy in action. After discussion, the class designs a brochure for new students that outlines the district's drug policies.

**Variation:** Students investigate laws and regulations that support school district substance abuse policies. Involve the substance awareness coordinator in this project.

[CCWR: 2.8/4.2/5.8]

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**Teacher Tip:** The following activity enables students to explore the impact of the use of alcohol, tobacco, and other drugs on the community in which they live. Use situations that represent the real-life experiences of people who live and work in the community.

**D. ADDING UP THE LOSSES: LAWS PROTECT US**

Ask students why we have laws and rules about the use of alcohol, tobacco, and other drugs. List their responses on the board. Explain that ATOD problems impact the entire community. Give each student a sheet of construction paper. Tell them to divide the paper into 10 sections. In each section students print the words "personal and community health." Students add up the potential losses to personal and community health that can be attributed to the use of ATODs. Each time a loss is identified, students tear one section from their paper to reflect the loss. Read, one at a time, scenarios about the following issues, identified as losses. (Sample situations follow.)

SAMPLE SITUATIONS: COMMUNITY IMPACT OF ATOD USE	
Incident	Impact
Personal injury	A fall results from alcohol consumption.
Fire	A person in a hotel falls asleep in bed with a lighted cigarette in his/her hand.
Drowning	After an afternoon of drinking, two young men go for a swim.
Acquaintance rape	A young couple spend the night drinking before returning to a dorm room.
Burglary	Several houses are burglarized by a neighborhood teen needing money for drugs.
Child or spousal abuse	The local shelter is full.
Lung cancer	A famous actor dies at age 40.
Motor vehicle crash	A drunk driver kills a family of four.
Birth defect	A baby is born with fetal alcohol syndrome.



As students realize that the paper is being torn to shreds, ask what the paper symbolizes. Explain that everyone has the responsibility to protect themselves and others from the effects of alcohol, tobacco, and other drugs. Each student develops a contract that outlines at least three ways to protect the community from losses due to the use of alcohol, tobacco, and other drugs.

[CCWR: 3.1/3.9/3.12/4.1/4.4/5.1/5.8]





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**FETAL AND PEDIATRIC IMPACT**

**Indicator 2.3-18:** *Describe how chemical substances used during pregnancy can affect prenatal and early childhood growth and development.*

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**SAMPLE LEARNING ACTIVITIES: 9-12**

**Teacher Tip:** Connect these activities to related lessons in *Standard 2.4: Human Sexuality and Family Life*.

**A. FETAL DEVELOPMENT AND DRUGS**

Students compare normal fetal development to that of a baby born to a woman who uses alcohol and/or other drugs. Discuss health problems that may be anticipated for both the mother and the baby as a result of the mother's drug use. To help students visualize this, set up a demonstration using two containers that represent the relative sizes of the mother and fetus. Fill the containers with water, then add drops of colored liquid to represent alcohol. This demonstration illustrates the impact of alcohol on a fetus. Discuss the effects of alcohol on adults, and correlate the effects to the impact on the fetus. As follow-up, invite a specialist in prenatal addictions to discuss the effects of substance use on the pregnant woman and her child.

**Variation:** Students develop a pamphlet or poster on the problems associated with alcohol, tobacco, and other drug use during pregnancy. Distribute the information to teen centers, churches, and health centers.

[CCWR: 2.8/3.2]

**B. MATERNAL TRANSMISSION OF HIV**

Students research how HIV infection can be transmitted from mother to child. (Students should connect injected drug use and needle sharing to female HIV infection.) Students research pediatric HIV infection and compare the additional complications from maternal drug use. Students present their findings to the class using charts, videos, or visual aids.

[CCWR: 2.6/2.8/3.4/3.5]

**C. MAKING A CHOICE: TAKING RESPONSIBILITY**

Introduce this activity with a discussion of the terms *responsibility*, *blame*, and *consequences*. Explain that sometimes individuals do not experience the consequences or outcomes of their actions themselves. In small groups, students discuss the following scenario and focus on who is most responsible for the outcome and why. Each group must come to consensus on the rankings. After ranking, students rewrite the scenario with a positive outcome.

### SAMPLE SCENARIO: TAKING RESPONSIBILITY

A 15-year-old teen thinks she is pregnant. Her friends assure her that all teenage girls miss their periods sometimes. Tests confirm her pregnancy. She is afraid to tell her family. Her boyfriend refuses to share responsibility and doesn't show up for a visit to the prenatal clinic. The girl continues to party, using alcohol and other drugs. In her 8th month, she delivers a 4-pound, 3-ounce premature baby boy exhibiting fetal alcohol effects.

Students rank, in order, who is most responsible for the outcome and justify their responses.

- The girl
- The boyfriend
- Her parents
- Her friends

[CCWR: 3.1/3.10/3.12]

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**Teacher Tip:** It is important that male students understand the impact their own substance use can have on their partner and the unborn baby (e.g., increased risk of HIV infection, passive smoke inhalation).

### D. ROLE REVERSAL: PLANNING A HEALTHY LIFE

For this exercise, male students imagine themselves as females and vice versa. In those roles, students list things they can do now and over the next 30 years to promote having a healthy baby. Each student develops a plan for wellness that includes proper nutrition, exercise, no tobacco or drug use, and the safe and appropriate use of medicines. Students correlate personal wellness to the development of a healthy family.

**Variation:** Pair students to develop a healthy family plan. Each team presents its plan to the class. Classmates evaluate the plans and provide appropriate “wellness” awards to the best team entries.  
[CCWR: 3.1/3.9/3.12/4.2]

### E. CELEBRATIONS WITHOUT ATODS

Students list ways to celebrate without using alcohol, tobacco, and other drugs and relate the list to a family celebrating an important event. Ask: “How can a pregnant woman celebrate without the use of alcohol, tobacco, and other drugs?”

**Variation:** Discuss the use of alcohol in cultural and religious rituals and the potential impact on a pregnant female.  
[CCWR: 3.1/3.13]